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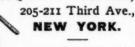
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LI..

For the Week Ending July 27

No. 4

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of School Journal," All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.

Philosophy and Education.

The demand for Pedagogics is simply a demand that the teacher should be philosophical. Teaching has been practiced by persons who knew no philosophy. The general ideas in the mind of those who propose to undertake teaching are to keep the children still and make them learn their lessons. Any person who succeeded well in the first received for many years the most praise; after a time the knowledge acquired stood for the most—and that is the condition of things to-day. The term discipline is not pushed forward into the prominence it once held.

At the present time it is plain the power to press into the mind of the docile pupil certain facts is not considered enough; the teachers have arrived at a stage of inquiring into the causes of the things that relate to education. It is believed there are principles or laws at the basis of the procedure by which education is gained. Considering these, "a system of education" is reached; it is a statement of the principles involved; it is the science of education—and on this the term Pedagogics is bestowed.

The present educational movement is characterized by a search for fundamental principles; the aim of the student of Pedagogics is not to keep his pupils still or have them learn certain lessons. He considers the child himself and attempts to relate him to the world about him—to man and nature. The subjects he gives for study he selects because they bear on the point of a comprehension of the pupils' surroundings. There are now and then, and always will be, those who scout at the need of any philosophy in the school-room; they believe in lesson getting and lesson learning; their conception of the teacher is that of a "reciting post."

The philosophical teacher has to deal with lessons too; he will assign lessons and gather his pupils around him to see if they have gained the proper knowledge, day by day; but his motive is different. He is walking in the light. He knows why a pupil is to study arithmetic or language; it is not because they are in the course of study, but because the mind of the child demands them for his proper growth.

The educational movement of the past twenty years has been towards a philosophy of teaching. The incoming of object lessons, physical and manual training, and nature study has not been brought about by those who deride the idea of a philosophy of education; they have entered against their protest. The "Fifteen Commit-

tee" had a problem in educational philosophy to solve, one of the many large problems that have arisen—the problem of Correlation.

There is a ground for the derision poured on Pedagogics. The system of the lesson-hearing teacher is a simple one; he does not trouble himself about concentration or correlation. The teacher who attempts to to theorize will probably be beaten by the non-theorizer—at first. An era of poor teaching by these raw theorizers will assuredly succeed, but it cannot be helped; we can only pray that the days may be shortened.

The number of blunders made by Sir Humphrey Davy is not given; his successes only are recorded. The efforts now made show sincerity of purpose and courage in a struggle to attain to a philosophy of education. Many blunders will be made, but at last a rational ground will be reached; the teachers of 1900 will profit by the experiments that are now being made.

It is certain that the teaching now compared with what it was fifty years ago is far more advantageous and productive for the child. It would not be easy to make a numerical estimate of the results of the advancement already made in Pedagogics, but those who have been pupils in the New York city schools, and are now teachers in them, consider the boys and girls of 1895 to be from 30 to 40 per cent, better off all around than those of 1845.

The effort to find the philosophical in education has already brought a different class of men and women into the school-rooms. In Massachusetts it is the determination to increase the number of normal schools from five to nine, the intention being to employ no teachers but those who are graduates of these schools or of colleges. But fifty years ago young men who worked on the farms in the summer were thought to be competent to teach the winter schools. The state of New York spends a quarter of a million of dollars annually on her normal schools to impart a knowledge of the science of teaching. It must be therefore that the results of the search after philosophical teaching meet with the approbation of the public.

The founding of normal schools was opposed on the ground that there was no science in education. The later teachers' conventions have apparently no members to give a "dig" at the normal graduate; his blunders merited the censure, but it was poor logic to infer that the blunder of the philosophy-seeking teacher condemned the philosophy. A philosophy must be had even if mistakes are made.

THE SCHOOL JOURNAL will not be published August 3 and 10. Subscribers will please take notice.

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National Educational Association,

Denver Meeting, July 5-12, 1895.

(An account of the sessions of the National Council of Education, July 5-9, appeared in The Journal of July 20.)

The Denver Meeting.

Attendance.—The thirty-fourth annual convention of the N. E. A., held at Denver, Colo., July 5-12, was, beyond question, the largest in the history of the association. It surpassed in numbers even the memorable Chicago meeting of 1887 at which 9,300 members were enrolled. The delightful climate of Colorado and the imposing grandeur of the snow-capped peaks of the Rockies served to attract thousands from all parts of the country. Treasurer McNeill estimates that the official roll will show a registered attendance of almost 10,000.



SUPT. N. C. DOUGHERTY, PEORIA, ILL., President-elect, N. E. A.

Absentees.—The programs of the general and department meetings were, as a rule, well planned, and there were fewer disappointments than in previous years. But some of the giants who are usually on hand to aid with wise counsel and whom American educators like to point out with pride were not present. U. S. Commissioner Harris and Supt. Greenwood had left for Europe; Dr. N. A. Calkins did not feel strong enough to undertake the three days' journey from New York to Denver; President G. Stanley Hall, of Clark university, and President A. S. Draper, of the University of Illinois, were nowhere to be seen; the Denver papers had it that State Supt. and Mrs. Poland, of New Jersey, were registered at the Brown Palace hotel, but if they were in Denver at all it must have been incognito; Supt. Brooks, of Philadelphia, was also looked for in vain; neither could Professor James A. McLellan, of the University of Toronto, be found; and many were greatly disappointed at not hearing Inspector Hughes, of Toronto, Supt. Dutton, of Brookline, Dr. E. E. White, of Ohio, Supervisor Hartwell, of Boston, and President James M. Milne, of the Oneonta (N. Y.) state normal school—all names that appeared in the program. Inspector Hughes was at Denver the week the council was in session, but it seems he was called away before the general association convened.

The weather.—" Rain, rain go away," was hummed by every patriotic Denverite during the week of the convention. Such weather! Umbrellas, overshoes, and winter-clothing were needed to keep one comfortable on the way to meetings. The oldest settlers of Colorado had never seen such a continued down-pouring

of rain at this season, and were even more dissatisfied with the weather than the visiting teachers. Apologies were heard on all sides. The Denver Republican printed a long editorial to undeceive those who had begun to conclude that the claim that Denver has a great deal of sunshine was simply a Wild Western fiction. However, the records of the weather bureau furnish sufficient evidence to establish the fact that Denver is to be envied for its health-giving and pleasant summer weather. One Denver paper explained the cause of the weather's unusual behavior in a very cleverly executed picture showing Old Sol looking with one eye from behind heavy rain clouds and inquiring, "Are they gone yet?" So the weather man was anxious not to have the visitors taste too deeply the delights of Colorado's climate, lest there be too great an invasion in the next few years.

No Exhibit.-The management neglected to provide for an extensive educational exhibit. The publishers of educational journals, teachers' books, and schoolroom helps, and the manufacturers of school supplies were entirely ignored. The only consideration shown them was to ask them to advertise in the copyrighted "Official Bulletin" and picture gallery of famous educators, issued by the local committee, at \$100 a page. If they wanted to have an exhibit they were obliged to rent rooms in the Brown Palace Hotel, which charged exorbitant prices for the privilege, or at some less convenient place. The distribution of cards and circulars inviting visitors to examine the exhibits was prohibited. The only way of acquainting the largest number of teachers with the location of exhibits was that adopted by Mr. H. P. Holden, of the Holden Patent Book Cover Co., who had stationed boys carrying transparencies at the entrances to the various meeting places. The leading typewriter firms furnished the services of expert stenographers and typewritists free to the association, but even they could not obtain the privilege to distribute pamphlets describing the educational value of the use of typewriters in the schools.

It is probable that the managers of the N. E. A. have awakened to a recognition of the narrow policy of dealing with publishers and manufacturers of teachers' helps

and general school supplies.

Important Changes.—The historical significance of the change in the constitution of the N. E. A., and the work of the general and department meetings are briefly described in the following. Accounts of the departments not mentioned in this number, including synopses of most of the papers read before them, will appear in the next issue of The Journal (August 18). Brief personal observations gathered at the meeting will appear. The whole is intended to give those who could not attend a complete picture of the proceedings and to offer to those who were fortunate enough to take part a general review.

General Sessions, Tuesday, July 9.

ADDRESSES OF WELCOME AND RESPONSES.

When the general sessions opened the large auditorium of the Central Presbyterian church was filled to overflowing. It is estimated that almost 6,000 persons failed to gain admission. An overflow meeting arranged at the East Side high school was largely attended. The usual addresses of welcome and responses were given. Music and gymnastic exhibitions added variety to the program.

Supt. Gove and Mayor Murray, of Denver, and Lieutenant Governor Brush, and Mrs. Peavey, state superintendent of Colorado, gave a warm welcome to the visit-ing teachers. President Nicholas Murray Butler, Secretary Irwin Shepard, and Col. Parker responded. The president's remarks were full of praise for Colorado and the efficient arrangements made for the care of the Secretary Shepard's address held the audience spellbound; his oratorical effort was generally acknowledged to have been the best of the session and the wish to see him in the presidential chair at the next convention was expressed by many. Col. Parker called attention to the grand mission of the public school and warmed up the hearts of the audience to a higher appreciation of the teacher's vocation.
Dr. N. A. Calkins, of New York, was missed very

much. Illness prevented him from attending the meeting. "Too bad Dr. Calkins could not come," some one was overheard to say; "to look at his bowed head, his white hair, and his kindly face is always an inspiration to me.'

"WHAT KNOWLEDGE IS OF MOST WORTH?"

Dr. Butler is entitled to a special vote of thanks for his revival of the good old custom of having the president deliver an annual address. He gave a splendid address. His subject was "What Knowledge is of Most Worth?"—an old question, as he said, and "one that each age must put to itself, and answer from the standpoint of its deepest and widest knowledge.



SUPT. H. S. TARBELL, PROVIDENCE, R. I., President-elect National Council, N. E. A.

Various answers have been given to determine the comparative educational values of studies. Bitter controversies have been carried on and the "extreme positions assumed by the partisans of the one side or the other have concealed from view the truth of the one side or the other have concealed from view the truth that we are now able to perceive clearly—the truth that the indwelling reason, by whom all things are made, is as truly present, though in a different order of manifestation, in the world of nature as in the world of spirit. One side of this truth was expressed by Schelling when he taught that nature is the embryonic life of spirit, and by Froebel when he wrote, "The spirit of God rests in nature, lives and reigns in nature, is expressed in nature, is developed and cultivated in nature." The controversy as to the educational value of science, so far, at least, as it concerns educational standards and ideals, is, then, an illusory one. It is a mimic war, with words alone as weapons, that is fought either to expel nature from education or to subordinate all else in education to it. We should rather say, in the stately verse of Milton: cation to it. We should rather say, in the stately verse of Milton:

Accuse not Nature; she hath done her part; Do thou but thine.

And that part is surely to study nature joyfully, earnestly, reverently, as a mighty manifestation of the power and grandeur of the same spirit that finds expression in human achievement. We must enlarge, then, our conception of the humanities, for humanity is broader and deeper than we have hitherto suspected. It touches the universe at many more points than one; and, properly interpreted, the study of nature may be classed among the humanities as truly as the study of language itself.

This conclusion, which would welcome science with open arms

into the school and utilize its opportunities and advantages at every stage of education, does not mean that all are of equal ed-ucational value, or that they are mutually and indifferently interthat the study of nature is entitled to recognition on grounds similar to those put forward for the study of literature, of art, and of history. But among themselves these divisions of knowledge fall into an order of excellence as educational material that is determined by their respective relations to the development of the reflective reason. The application of this test must inevitably lead us, while honoring science and insisting upon its study, to place above it the study of history, of literature, of art, and of institutional life. But these studies may not for a moment be carried on without the study of nature or in neglect of it. They are all humanities in the truest sense, and it is a false philosophy of education that would cut us off from any one of them or that would deny the common ground on which they rest. In every field of knowledge which we are studying in some law or phase of energy, and the original as well as the highest energy is will. In the world of nature it is exhibited in one series of forms that produce the results known to us as chemical polysical biological. produce the results known to us as chemical, physical, biological; in the history of mankind it is manifested in the forms of feelings, thoughts, deeds, institutions. Because the elements of self-consciousness and reflection are present in the latter series and absent in the former, it is to these and the knowledge of them that we must accord the first place in any table of educational values.

But education, as Mr. Froude has reminded us, has two as-ects. "On one side it is the cultivation of man's reason, the development of his spiritual nature. It elevates him above the pressure of material interests. It makes him superior to the pleasures and pains of a world which is but his temporary pleasures and pains of a world which is out his temporary none, in filling his mind with higher subjects than the occupations of life would themselves provide him with." It is this aspect of education that I have been considering, for it is from this aspect that we derive our inspiration and our ideals. "But," continues Mr. Froude, "a life of speculation to the multitude would be a life of idleness and uselessness. They have to maintain themselves in industrious independence in a world in which it has been ready the over but these persible modes of existence, beginning said there are but three possible modes of existence—begging, stealing, and working; and education means also, the equipping a man with means to earn his own living." It is this latter and very practical aspect of education that causes us to feel at times the full force of the question of educational values. Immediate utility makes demands upon the school which it is unable wholly to neglect. If the school is to be the training ground for citizenship, its products must be usefully and soundly equipped as well as well disciplined and well informed. An educated prolection of the product source of disturbance and danger to any nation. Acting upon this conviction the greet modern democracies—and the time seems to have come when a democracy may be defined as a government, of any form, in which public opinion habitually rules ernment, of any form, in which public opinion habitually rules—are everywhere having a care that provision be made for the practical, or immediately useful, in education. This is as it should be, but it exposes the school to a new series of dangers against which it must guard, Utility is a term that may be given either a very broad or a very narrow meaning. There are utilities higher and utilities lower, and under no circumstances will the true teacher ever permit the former to be sacrificed to the latter. This would be done if, in its zeal for fitting the child for self-support, the school were to neglect to lay the foundation for that higher intellectual and spiritual life which constitutes humanity's full stature. This foundation is made ready only if proper emphasis be laid, from the kindergarten to the college, on those ity's full stature. This foundation is made ready only if proper emphasis be laid, from the kindergarten to the college, on those studies whose subject-matter is the direct product of intelligence and will, and which can, therefore, make direct appeal to man's higher nature. The sciences and their applications are capable of use even from the standpoint of this higher order of utilities, because of the reason they exhibit and reveal. Man's rational freedom is the goal, and the sciences are the lower steps on the ladder that reaches to it.

THE NEXT STEP IN THE EDUCATION OF THE INDIAN.

Dr. W. N. Hailmann's contribution to the meeting was highly interesting. Dr. Hailmann is U.S. supervisor of Indian education and is known to JOURNAL readers as one of the foremost educational thinkers of America. The following is an abstract of his address delivered before the general association:

First. There can be no doubt than an education which inculcates the tastes and establishes the ideals of current American civilization constitutes the proper first step in the work of civilizing the Indians. This work is being fairly well done both in the schools for the Indian youth and by the influences brought to bear on older Indians at the agencies.

Second. It is equally evident that it is practically impossible to cultivate these tastes and to hold fast these ideals under the conditions and influences of tribal life on Indian reservations.

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The recognition of this impossibility has led the government to the policy of allotments, by which tribal life is to be broken up and the Indian brought into habits of industry and thrift incident to a life of individual responsibility and self-dependency.

Third. For the older Indians, however, the transition is too sudden, and a great number of them find themselves unable to succeed and therefore turn with feelings of health in the self-dependency.

succeed and therefore turn with feelings of hostility against the new institutions and cling stubbornly to their old ways of living. They learn to look with distrust upon education, and labor in many ways by fear, cajolement, and ridicule, to regain the young educated Indian for the old ways of Indian life. Much wretchedness, therefore, comes to these young people who find among their own folks little or no opportunity to cultivate their new tastes and to hold fast their new ideals.

Fourth. This condition of affairs is complicated by the attitude of the white population near the Indian reservations and settle-

of the white population near the Indian reservations and settlements and in the states inhabited by the Indians, While with many good people this attitude is one of helpfulness, confidence, and respect, it is possibly with the greater number one of hostility, distrust, contempt, and in many cases one of direct abuse

rity, distrust, contempt, and in many cases one of direct abuse and overreaching cupidity.

Fifth. This condition of affairs is further complicated by the fact that these states as states are relieved by the general government of all responsibility concerning the care and civilization of Indians. These are therefore apt to be looked upon as burdensome foreigners, and are practically excluded from the benefits of state institutions accorded to other actual and prospective. fits of state institutions accorded to other actual and prospective

Sixth. The necessary next step in the work of civilizing the Indians, is, therefore, to remove these obstacles, and to bring about conditions which may afford the Indians opportunities to engage in the pursuits of civilized life, and to reap the fruits of their ef-forts as full citizens of the states which they inhabit.

Seventh. Mu:h may be done in this direction by missionary and other philanthropic associations interested in the welfare of the Indians, by efforts to secure for young educated Indians employment in families and communities, on the farms and in the workshops of the states in which these Indians have their homes, and possibly also by the establishing of suitable industrial en-terprises at or near Indian reservations and settlements.

Eighth. Permanent good, however, will come only when the respective states shall realize their responsibility with reference to the Indians within their borders, and will claim from the genit, possibly under the supervision of the general government the right to assume this responsibility, and with it, possibly under the supervision of the general government, the burden of carrying out the various treaty stipulations by which the consent of the Indians to become American citizens has been

Wednesday, July 10.

"CO-ORDINATION OF STUDIES IN ELEMENTARY EDUCATION."

The morning session of the second day was devoted to a symposium on "Coördination of Studies in Elementary Education." The principal speakers were President Charles De Garmo, of Swarthmore college, Pa.; Prof.Wilbur S. Jackman, of the Cook County (Ill.) normal school; and Prof. Charles A. McMurry, of the Illinois Normal university at Normal. A synopsis of Prof. Jackman's paper has already appeared in 'THE JOURNAL'S "Annual" (June 29). The following is an abstract of Pres. De Garmo's masterly address which treated of

"THE PRINCIPLES UPON WHICH CO-ORDINATION SHOULD PROCEED."

Heretofore the three terms, correlation, coördination, and concentration of studies have been used somewhat interchangeably, without sharp differentiation of meaning. Etymology and usage combined appear to justify the following convenient educational application of these words:

1. Correlation shall be used to denote that studies are brought together in reciprocal relations, the nature of the relations being undetermined. This is in strict accord with etymology. The Century Dictionary pronounces objects to be correlated when "reciprocally related in any way." Correlation thus becomes a universal term, embracing both coördination and concentration as

2. Coördination shall be used to denote that studies are to be 2. Coordination snail be used to denote that studies are to be related on the plane of equality, but shall not imply that one study is the mechanical equivalent of another. To coordinate, according to the Century Dictionary is "to place or class in the same order, division, or rank." In this word usage has added to the prefix co—(with, together) the idea of equality in the order or rank of the things because into relation. the things brought into relation.

3. Concentration shall be used to denote that certain primary studies shall form the center or nucleus of the curriculum to which the other studies, conceived as secondary, shall be related as subordinate to the principal. It is not etymology, but the usage of representative schoolmen like Ziller and Parker that justifies

this meaning.

The correlation of studies may be considered from two standpoints, one of which is occupied by Dr. Harris in his report on the Correlation of Studies in the report of the Committee of Fifteen, and the other in general by writers of the Herbartian school.

Studies are first related in accordance with their inherent or objective nature as instruments in fitting the child for the civilization in which he lives. This is objective correlation, and leads primarily to a consideration of the educational value of the studies, and secondarily to an estimate of their equivalence. This is the field secondarily to an estimate of their equivalence. This is the held of Dr. Harris' Report. The defect of this treatment is that this aspect of correlation appeals not at all to the consciousness of the child, but is an *apriori* plan "prepared by the philosopher for the pupil." It declares, indeed, that certain branches shall be studied, but does not say when, or in what order, or in what relation to other studies, or by what means. It overlooks, therefore, the most important problems of the school-room. It has to do with the abstract rather than with the concrete side of teaching. The toport is, furthermore, unfortunate, in that to many it gives the impression that the relation of studies is after all not a problem pression that the relation of studies is after all not a problem. There worth considering, since in the language of the report, "There should be rigid isolation of the elements of each branch for the should be rigid isolation of the elements of each branch for the purpose of getting a clear conception of what is individual and peculiar in a special province of learning." Dr. Harris has since explained, in the *Public School Journal*, that he does not mean that each study should be isolated from the others, but only that Herbart's de nand for clearness of particulars as antecedent to reflection should be observed. There is a broad distinction between the isolation of studies and the isolation of the elements of

Besides this objective or external correlation there is another form much more recent and of much more practical importance and that is the correlation of studies from the standpoint of their psychological bearings. This aspect of correlation investigates the relations of mutual helpfulness actually existing among the studies, when the knowledge apprehending power and interests. studies, when the knowledge, apprehending power, and interests of the children themselves are taken into account.

There are two aspects of psychological correlation, viz., coornation and concentration. In the first place it is necessary to dination and concentration. In the first place it is necessary to distriguish between a correlation that has its roots deep in the inherent relations of the studies, and that transient association of topics that springs from the desire to give vivacity and color to instruction. The former is scientific and abiding, whereas the latter is variable and may easily be trifling.

Coordination recognizes the integrity of each important department of study near suffering it to be subordinated to any other. dination and concentration.

Coordination recognizes the integrity of each important department of study, never suffering it to be subordinated to any other branch, however important. Moreover, it emphasizes the importance of securing the greatest possible unity of the parts of each department. Geography, for instance, should not be taught in several distinct phases such as political, mathematical, physical, and economic geography, but should be blended by bringing to the consciousness of the pupil the relations that bind the parts together. The same principle should obtain for each important department, such as history, mathematics, literature, and science, the principal function of each study taken in conjunction with the the principal function of each study taken in conjunction with the child apperceiving power furnishing the leading principles for unification.

Having found the greatest practicable correlation within the subjects of study, coördination next seeks to bring about the most essential correlations among the studies. It investigates, for in-stance, the bearing that geography has upon history as a causal influence, and vice versa; it strives to show the child the connection between geography and natural science, between science and mathematics, and so following. Geography has the greatest value as a unifying instrument from the causal standpoint and literature from the æsthetic

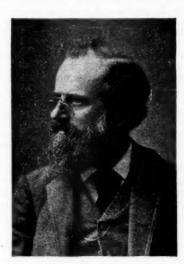
Concentration as exhibited in the works of Ziller and Parker selects certain central or primary subjects for which it determines a principle of sequence for the various parts, and then subordinates the other studies to them, in that the latter must wait on the exigencies of the central subjects for the introduction and sequence of their parts. Ziller, because of their supposed ethical value, chooses history and literature as the leading or primary studies; while Parker selects in general the natural sciences as the central subjects, subordinating especially the formal to the concrete branches. Both of their schemes have most valuable features, but both are open to serious objections, one of which is the danger of fantastic, if not vicious, exaggeration.

Dr. Chas. McMurry presented a strong plea for history and literature as the subjects which should form the center and core of all instruction. The following is a synopsis of his paper which was to be an answer of the question:

WHAT HAS BEEN ACCOMPLISHED IN CO-ORDINATION IN THE FIELD OF HISTORY AND LITERATURE?

1. The effort to co-ordinate history and literature with the other studies has led first of all to a serious effort to determine the rank of history and literature among studies. This has led

to valuable practical results. Chief among these results is the fact that the highest quality and function of history and literature as culture forces have been brought prominently to light. The culture influence which these studies may exert upon the deeper thought and character of children until recently has been little understood or thought of. But the awakening along this line is bringing a rich treasure of culture and inspiration into our school course.



CHANCELLOR W. H. PAYNE, University of Nashville, Tenn.

2. But co-ordination sets out not only to determine the rank and value of studies, but also their inter-relations and interdependence upon each other, just as the three co-ordinate departments of our government are of equal rank yet stand in close relation and dependence upon each other. The notion is that if children see the important relations and connections of history and literature to other branches, the combined effect of the studies as correlated will be much greater than if each is to exercise its influence separately. The studies, if linked together by causal and rational relations, re-enforce each other; in their union is strength; in their isolation and dismemberment is weakness.

strength; in their isolation and dismemberment is weakness.

3. It is a fact that many school principals and superintendents are now rearranging and reorganizing the course of study, and the idea of co-ordination is having considerable influence with them both in the order and adjustment of studies and in the method of handling them in classes.

method of handling them in classes.

a. One influence of co ordination in laying out school courses is seen in the effort to select parallel series of important topics in different studies and in so devising and arranging the parallel series, as to keep in mind the mutual helpfulness of history and literature to each other and to the other branches. Thus in several grades, the reading, history, geography, natural science, and language stand related to each other much like the strands of a well made rope.

b. A second idea which the effort to co-ordinate literature and history with other branches has accentuated is the setting out in each study of the distinct units of thought which form, as it were, the nerve ganglia of that subject. Before real co-ordination can begin we must have distinct centers of thought to which labor and effort can be directed. In history, for example, we are taking a few choice biographies, episodes, and epochs as the chief centers of study. In literature we are selecting the best complete masternieces and treating them as wholes.

masterpieces and treating them as wholes.

c. A third idea which co ordination is laboring specifically to work out in history and literature is a method of treatment of these central topics which will weld the links of connection with

d. A fourth idea that is practically operative is a constant tendency to estimate every topic from the standpoint of the children and their experience, thus bringing into relation and unity the school and home influences.

DISCUSSIONS.

Dr. Hinsdale spent most of the brief time allowed him for discussion in general statements that threw no new light upon the ideas presented, but rather seemed to belittle the efforts made by the Herbartian workers who are earnestly striving to solve the great question of properly correlating the studies of the elementary school. There was, he said, a tendency among modern teachers to over-rate present knowledge, so if Job were to visit us to-day he would not say, "No doubt you are

the people and wisdom will die with you," but, "No doubt you are the people and wisdom was born with you." He differed with Dr. De Garmo in a number of his definitions. He also would not admit that there are two standpoints to be considered in the preparation of a course of study: civilization and psychology. The psychological standpoint appeared to him to be the only one requiring attention and made the point that in the education of Indians, for instance, teachers were told that they must go outside Indian culture to find

materials for instruction.

Supt. Edward D. Farrell, of New York city, was in favor of laying greater stress on the form studies in the first school years. He should have heard Co, Supt. Bright's talk before the Herbart society to learn how his remarks were received by the majority of the new educationists. Mr. Bright said it was the greatest fallacy ever advocated before a meeting of teachers that the formal studies should have precedence before thought studies. Give the child ideas, he said, and awaken in him a love of reading, of knowledge, of art, and all the other good things that make life worth living, and he will gain infinitely more than by being driven through the mechanics of the three R's on the, "We are soon going out" plan.

Supt. Farrell said that some things were now called correlation which were once called radiation. President De Garmo gave correlation as the general term and co-ordination and concentration as particular. On entering school the child must be able to lay hold of instruction. Radiation goes hand in hand with diffusion and he neglects those studies which have not appealed to his interest. It sounds well to place Nature on the throne, and let the little ones gather round her for instruction. How shall the teacher force Nature to inspire each little one so that there shall be class work? At the threshold of the school the child is confronted with the symbolism of language, number, and form. The presentation of these subjects taxes the ability of the best teachers. They cannot be isolated. Concentration seldom works injury The first and second school years are the time to present form, figures, and language.



DR. B. A. HINSDALE,

In the absence of Inspector Hughes, of Toronto, who was to have continued the discussion. Prof. Levi Seeley, of the state normal school of Trenton, N. J., was called upon to address the meeting. He called attention to the value of the clear definitions of the terms, correlation, co-ordination, and concentration, given by Pres. De Garmo. He made the point that concentration secks to bring together the vast number of subjects now taught. This work was inaugurated by the Herbartians. His second point was that many teachers had taken their pupils to the threshold of learning but had failed to take them further because they did not understand concentration and correlation. Dr. Seeley's words were well received and the applause that greeted him gave evidence that the American teachers were

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glad to have him back again in their midst after his year's absence in Germany, where he had gone for study and observation of the organization and methods of German schools.

Dr. Soldan, of St. Louis, a former president of the N. E. A., closed the discussion. He thought there were many good points about the old school that modern teachers are apt to overlook.

Goethe says thinking is a wonderful thing. It is like a weaver's loom. It is a mistake to suppose that the child builds up walls between history and geography'in its mind. There was co-operation in the old plan. He would like to see the man or woman who could teach these two studies separately. Isn't it a fact that language is a common center in itself? In concluding Mr. Soldan wild be been deserted as the second study as the second study is provided by the second study is second study in the second study in the second study is second st said he hoped never to see natural science study supersede the

DIGNIFYING ACTIVE MEMBERSHIP IN THE N. E. A.

After the pedagogical discussions of the Wednesday morning session some amendments to the constitution were offered that will make the Denver convention one of great historic significance. The need of dignifying active membership had at last impressed itself upon the directors. The following amendments show what changes have been inaugurated:

Article III. was thus amended: Section 1.—There shall be three classes of members, namely,

Section 1.—There shall be three classes of members, namely, active, associate, and corresponding.

Section 2.—Teachers and all who are actively associated with the management of educational institutions, including libraries and periodicals, may become active members. All others who pay an annual membership fee of \$2.00 may become associate members. Eminent educators not residing in America may be elected by the directory to be corresponding members. The number of corresponding members shall at no time exceed fifty.

Section 3.—All persons who have been members of the association for any two years previous to, or including, 1805, may be

ciation for any two years previous to, or including, 1895, may be admitted to active membership without payment of the enrollment fee. Any person, eligible, may become an active member upon application endorsed by two active members, and the payment of an enrollment fee of \$2.00.

All active members must pay annual dues of \$2 00, and will be entitled to the volume of proceedings without "coupon" or other conditions. If the annual dues are not paid within the fiscal year, membership will lapse, and may be restored only on pay-ment of the enrollment fee of \$2.00.

Associate members may receive the volume of proceedings in accordance with the usual "coupon" conditions as printed on

the membership ticket.

Corresponding members will be entitled to the volume of pro-ceedings without the payment of fees or other conditions.

Section 4.—The names of active and corresponding members only will be printed in the volume of proceedings with their respective educational titles, offices, and addresses, to be revised annually by the secretary of the association.

Article IV. was amended by striking out Sections 1 and 2, and inserting the following:

inserting the following:

Section 1.—The officers of this association shall consist of a president, twelve vice-presidents, a secretary, a treasurer, and a board of directors, a board of trustees, and an executive com-

mittee, as hereinafter provided.

Section 2.—The board of directors shall consist of the president of the National Educational Association, first vice president, sec-retary, treasurer, chairman of the board of trustees, and one additional member from each state, territory, or district, to be elected by the association for a term of one year, or until their successors are chosen, and of such life directors as are now (July 12, 1895) in office. The president of the National Educational Association, first vice-president, secretary, treasurer, and chairman of the board of trustees shall constitute the executive committee.

Amendments of still greater importance were pre-pared by the board of directors, but were not acted upon at this meeting. These should be adopted, by all means. They will make the association what it ought to be, a representative body of American educators. These amendments read as follows:

REPRESENTATION AND VOTING.

Section 1.—Each state and territory shall be entitled to one vote in the meetings of the association, and to one additional vote for each twenty active members, or major fraction thereof, enrolled at the previous annual meeting. These votes shall be cast by delegates elected for the purpose by the several state teachers' associations. In case any state teachers' association shall fail to elect delegates in accordance with the provisions of this section, it shall be the duty of the president of the association to issue a

call for a meeting of the active members from such state in order to elect the delegates to which their state is entitled. Said meeting to be held at the time and place of the meeting of the N. E. A. No person shall be elected as delegate from any state or territory who is not an active member of the National Educational Association. State delegations are empowered to fill vacancies in

their number.

Section 2.—It shall be the duty of the secretary of the association to notify the president of each state teachers' association, each year of the number of delegates to which said state is entitled. Delegates shall bear proper credentials addressed to the secretary of the association.

Director Bardeen, of New York, offered the following proposed amendment, which was carried over to be considered at a subsequent session:

That the basis of voting be that recommended by the committee—one member from each state, territory or district, with an additional vote for every twenty who were enrolled at the last meeting of the association. That for the purpose of this meeting, at least, the delegates be elected by the present members of the association from each state, at a meeting to be called by the president of the association. president of the association.

This latter amendment also should be adopted next year. It means progress in the right direction. these amendments have once been incorporated in the constitution, the N. E. A. will be a power in the shaping of educational legislation in national and state legis-

EDUCATION ACCORDING TO NATURE.

The Wednesday evening session listened to an address by Chancellor W. H. Payne, of the University of Nashville, Tenn. The following is an abstract of it:

There are fads in thinking as well as in acting; and if we define an intellectual fad as a partial and somewhat superficial mode of thought which becomes epidemic, runs its course, and is succeeded

thought which becomes epidemic, runs its course, and is succeeded by similar phases of thought, we may say that fads are the rungs of a ladder on which thought rises from lower conceptions to higher and thus gains wider and wider horizons for truth.

Education has had and still has its fads, among which may be named "Follow Nature," "Manual Training," "Lancastrianism," and "Apperception." On account of its longevity and antiquity, "Nature" is the most respectable of educational fads, and, "Nature" is the most respectable of educational fads, and, through the influence of Rousseau and Spencer, this fiction has

These writers do not define what they mean by "Nature," but from their use of the term, we may infer that their meaning is this: The material world of matter and force inbabited by uncivilized men (Rousseau); or, in simpler form, experience (Spencer). "Education according to Nature" is education through contact with environment, or through experience with matter and force, as distinguished from education through books, or through

human art.
"Follow Nature" can not be an ultimate criterion, for in actual practice there are near limits beyond which experience should not go. A child of tender years may perhaps experiment with a candle flame, boiling water, and hot fire-bars, but not with an open razor; and to decree that our knowledge of science must be gained wholly by experiment is manifestly absurd, an indispensable factor in human progress being capitalization and inheritance. As capstalized knowledge is increasing in volume from year to year, the need of leaning on authority becomes greater and greater, and of reliance on personal experience smaller and smaller. Scholarship is becoming more and more a mastery of books.

The human mind, like other organisms, has its predetermined mode of activity,—this is its nature; and to "Follow Nature," in a psychological sense, is to adapt our instruction to the mind's organic mode of activity. "Naturally," the mind proceeds from whole to parts, from the vague to the definite, and, in infancy, from the concrete to the abstract; and we "Follow Nature" when we present the matter of instruction in such a way that the mind

we present the matter of instruction in Such a way that the initial may elaborate its material in this order.

Again we "follow nature" when we devise an education that is wholesome,—tonic, rather than fragmentary or partial. The "trained" horse is an abnormal horse; the "expert," or the "specialist," is but the fraction or fragment of a man; a "trained" teacher has come to mean a young woman capable of doing but one thing well. The tendency of the age is towards specialization, but the need of the age is an education that is catabolic and one thing well. The tendency of the age is towards specialization, but the need of the age is an education that is catholic and humane; and we need to return to nature in the sense of seeking simplicity and wholeness in human education,

OTHER ADDRESSES.

State Supt. Chas. R. Skinner, of New York, was warmly received. He gave an admirable address upon "The Education of Public Opinion.'

Ex governor Northen, of Georgia, "the educational governor of the South" as he is called, invited the teachers to the great Cotton States Exposition. He said he was sorry he was not a teacher. The teachers of the South had come because they felt sure of a hearty welcome for, thank God, there were now no sectional differences. The Southerners were in many respects essentially Americans. They had come also because the United States committee of education had said the South showed greater progress in education, in recent years, than any portion of the civilized world. They also came to ask Coloradoans and others in the North



Dr. N. C. Schaeffer, State Supt. of Pennsylvania.

to come South and become acquainted with the South, its people and institutions. Mr. Northen wanted every school in the United States to have an exhibit at the exposition at Atlanta, and to have an educational meeting there, where the South would have an opportunity of showing its warm-heartedness.

Upon motion of General Eaton, ex-United States commissioner of education, a resolution was unanimously adopted to send a telegram of greeting to United States Commissioner Harris and Supt. Greenwood, who are in Edinburgh, Scotland.

Thursday, July 11.

"PATRIOTISM AND GOOD CITIZENSHIP,"

The symposium of the Thursday morning session had for its subject "The duty and opportunity of the schools in promoting patriotism and good citizenship." Super-visor George H. Martin, of Boston, Mass., was the first speaker, discussing the topic,

"NEW STANDARDS OF PATRIOTIC CITIZENSHIP."

He said in substance:

The American idea of patriotism is the outgrowth of centuries of struggle for personal and political freedom. Oppressive forces have been overcome, and oppressive institutions have been overthrown. Men have fought and died to secure and defend what they have called their rights.

they have called their rights.

So it has come about that our idea of a patriot is of a man with a sword who loves his country and is willing to die for it. All our national songs foster this idea. Recently there has been a great revival of this sentiment. Flags have been placed over the school-houses, and the sons and daughters of the Revolution are organizing. It is important to know what is to become of this sentiment; whether it is to waste itself in after dinner speeches, or devote itself to practical ends. If it is to be made practical, there must be new standards of patriotism. The old patriotism, like the old theology, taught men how to die. The idea that the only field for patriotism to exhibit self is in war or civil convulsion must give way, and we must learn and teach that peace, too, hath her victories.

To get this new idea we must change our view point, and see

To get this new idea we must change our view point, and see that an independent nation made up of free and equal people

grown rich and powerful, will not have to meet the old foes, or fight over the old battles. There are new enemies, and there must be new weapons. To educate youth up to the new standard, we must study the historic patriotism to learn the spirit which underlay and prompted the deed—the spirit of sacrifice of self for the public weal. And we must show that whoever exhibits this spirit is a patriot, however retired the situation, or humble the person. Next we must show the new enemies how private vices undermine the public good—how a yenal ballot or a corrupt juundermine the public good—how a venal ballot or a corrupt judiciary may undo the work of centuries of struggle for freedom.

The perils from these sources may be greater than from foreign

The first requirement for the new patriot is sound manhood, personal integrity, righteousness. Independent and self-supporting producers are needed from the top to the bottom of society. There is peril now from both social extremes. The new patriot will recognize the obligations growing out of interdependence. The sense of personal obligation of man to man in business has become blusted. become blunted. Employers and employees have both abdicated the throne of personal sovereignty and personal responsibility, and have yielded themselves to the tryanny of their respective orders. Hence friction and heat, and much disaster.

Social harmony is essential to the well-being of the state, and the patriotic man will be sympathetic, generous and just. Be-yond this the new patriotism will call for active and cheerful par-ticipation in public affairs. The obligation of personal service was recognized by the English settlers before and after emigra-The duty to attend to public business and to hold public offices was enforced by penalties. The representative idea has made it easy for men to shirk, to serve by substitutes, and all public administration, especially local administration, has suffered by it. We need a revival of the old sense of personal responsibility. Men need to feel that to vote, to serve on juries, and to hald subject of personal interests, is to day the bold pubic office at a sacrifice of personal interests, is to-day the highest patriotism. Personal interest and partisan prejudice must both give way to the demand for clean, business-like administration of all public affairs

"AMERICAN HISTORY A MEANS OF PATRIOTIC TRAINING."

President C. B. Denson, of the North Carolina Teachers' Assembly, Raleigh, N. C., was to have spoken on "The Study of American History as a Training for Good Citizenship." But he could not be present and the venerable Prof. Joseph Baldwin, of the University of Texas, took his place. Dr. Baldwin said among of Texas, took his place. other good things:

"Conduct is the central thought in education. It has been demonstrated that as conduct studies awaken the most brain cells demonstrated that as conduct studies awaken the most brain cells these studies are of the highest importance. For practical good, conduct studies stand at the very head. While the excellent papers were being read this morning I longed for ability to roll back the century for fifty years, so that I might with the sentiment of to day, instill the minds of the young of that day with this latter day patriotism. We are after all these years just beginning to take hold of new principles which shall mold the future into proper channels. We have long been doing culture work in a general way, but it has been on misdirected lines. The first



DR. W. N. HAILMANN, U. S. Supervisor of Indian Education.



PROP. JOSEPH BALDWIN, University of Texas,

object of the teacher should be to make good citizens. Good men and women should be the beginning and the end of our men and women should be the beginning and the end of our school work. Man is but an actor in history. History is a revelation of the conduct of men and therefore must be the central study. In conduct history gives us the best in the individual and the nation. The committee of fifteen of this association did a wise thing in having history, this conduct study, begin down in the kindergarten department. The steeping of the people of an cient times in the heroism of Homer produced a nation of heroes and it will do the same in this later day. The desire comes inevitably to those who study history aright to smulate the examples of history. It is a study full of possibilities unlimited,"

" ETHICS IN PATRIOTISM."

Supt. A. P. Marble, of Omaha, Neb., spoke on "Ethics in Patriotism," offering the following propositions as fundamental:

I. The word patriotism is derived from a root that signifies "to protect," and in its secondary sense to feed. To protect and to provide are the fundamental ideas of patriotism. This pro-tection was at first exercised by the patriarch or father of the

II. With the growth of families, this fundamental idea was extended to the tribe or gens; and
III. After further extension, the idea embraced the several peoples of the same origin and language, till finally—
IV. The idea has come to embrace great nations with a com-

IV. The idea has come to embrace great nations with a common interest.

V. With the spread of civilization this idea of patriotism has taken on a broader meaning. From families of individuals or races, we now consider families of nations; and what at first embraced only people of one family, now embraces humanity. The original idea was essentially selfish in a narrow sense. Gradually the idea has broadened, but it has been and still is essentially selfish. The extended nation of patriotism has readually become selfish. The extended notion of patriotism has gradually become more altruistic, and its future development will still further develop the altrustic idea.

Already there is a community of educated, enlightened, broad-minded men whose patriotism embraces the whole world of man, while holding a warmer place in their hearts for the country where they live. It is the duty of schools to cultivate this broad,

all comprehending patriotism.

The discussion was opened by Prin. W. H. Bartholonew, of the female high school, Louisville, Ky. He heartily endorsed the papers that were read at this session because, he said, "They all put the basis of patrietism in the family." Continuing he said in sub-

"It is our privilege and purpose to take the boys and girls, over whom we have been placed, and make them aware that the right should be done for its own sake. The flag is nothing unless it represents honor and justice. It is ours to teach jus ice and righteousness in all things."

Supt. C. B. Gilbert, of St. Paul, was the next speaker. He said:

"I rejoice that at last the schoolmaster has a highe ideal of patriotism than the average citizen. Our motto is now not our country against the world, but our country for the world. What we are struggling to do is to make the children of the future as good as we are. The heroes of history are, many of them, had men. The books are full of that monarch of selfishness, Napoleon. It is our duty to put down the foolishness of this kind, should instruct in ideal patriotism and not by false models,"

In the absence of Supt. William Richardson, of Wichita, Kan., State Supt. Preston, of Mississippi, was called upon to close the discussion.

He believed that true patriotism was to live for one's country and that alone. As a representative of the South he declared that his part of the country had a great struggle in hand. The teachers of the South were fighting earnestly and manfully to allay the prejudices engendered by the late war. He asked that the teachers forget the past and instruct their pupils that the whole country, no section, is one to be loved, honored, and supported. Patriotism is essentially a love of one's own country. ported. Patriotism is essentially a love of one's own country, It there be room then the love may go out to other lands. He in sisted that the unity of the whole country was the point to be kept in view.

EVENING SESSION.

Prin. Bartholomew, of Louisville, presided. He had been prominently mentioned for the presidency of the N. E. A. Last year, it will be remembered, he came within four votes of being elected. The honor accorded him in calling him to the chair on this occasion was warmly appreciated by his many friends.

" EVOLUTION AND EDUCATION."

The first address was that of the venerable educator of the Pacific coast, Prof. Joseph Le Conte, of the University of California, on "Effect of the Doctrine of Evolution upon Educational Theory and Practice.

In a shadowy way evolution was vaguely known from the earliest dawn of thought, he said In ancient times no such ideas were applied practically; it was the province of the modern mind

to so apply it. The result has been to profoundly modify the theory and practice of education. It has widened the whole intellectual horizon. He first considered the science of evolution in tellectual horizon. He first considered the science of evolution in biology. To Spencer is owed the law of continuity, demonstrating a blood relationship between the lowest and the highest specimens of animal life. The professor drew a parallel between the old and new zoölogists, Audubon on the one hand and Huxley on the other. The differentiation is along the line of habit on the one hand and structure and function on the other. The learner of evolution has learned the whole range of human knowledge. earner of evolution has rearned the whole range of numan knowledge. When Christianity was introduced it exalted man at the expense of society; evolution will eventually carry man by and what he is now to a condition of ideal excellence. What is this idea? He believed evolution will help us to find it.

SCIENCE AND EDUCATION.

Prof. W. L. Bryan, of the University of Indiana, said he was glad that notwithstanding many Don Quixotes who were even upturning windmills on their Rosimantes that there was still very much of the salt of common sense in American teaching to save the schools and pupils. Modern science, it was too true, had not got thoroughly into the school. The address was delivered with much force and aroused hearty applause.

Friday, July 12.

"IMPROVEMENT OF TEACHERS."

The third symposium of the general sessions related to "The instruction and improvement of teachers now at work in the schools." Prof. Arvin S. Olin, of the Kansas State university, at Lawrence, was the first speaker. A brief summary of his remarks, which have as the branch

1. "BY TEACHERS' INSTITUTES,"

is here given:

1. The development of institutes as a means of improving teachers while engaged in the work has progressed rapidly as teaching has become more scientific, and the teacher's work has received wider and more generous recognition; and has been, in

received wider and more generous recognition; and has been, in part, a cause of such improved conditions.

2. Forms.—a. The institute which meets in one-day sessions, once a month, more or less. This form is usually found in connection with city school systems.

b. The institute which holds annual sessions of from three to five days, as found in the Middle and Eastern states.

c. The institute continuing from two to four weeks, and having many of the characteristics of the summer school In several of the Western states this form of the institute is held annually in each county in the summer vacation.

eral of the Western sta'es this form of the institute is held annually in each county in the summer vacation.

3. Purpose and Methods.—The general purpose is stated in the title. Specific purposes and methods vary according to the form, as before indicated In short-session institutes, a thorough academic, and more or less complete technical knowledge of the teacher's work is presupposed. In the third class, previously named, an element of weakness in one or both of these elements is recognized as possible, and the institute offers means for remedying these deficiencies.

In its ideal working, it may be said that the institute should presuppose knowledge, and that its work should be the vitalizing application, and correlation of that knowledge. For this pur-

application, and correlation of that knowledge. For this purpose the *lecture*, the *model lesson*, and *discussions* are generally

used.

In institutes continued for several weeks the members are usually organized into classes for formal discussion in the various school branches, and often this instruction tends to become purely In many cases there is given in these institutes instruction in branches other than those pursued in the elementary schools, as literature, higher mathematics, etc. This is for the purpose of broadening the intellectual horizon of the teacher.

4. Results.—a. The sense of isolation in work is overcome, and community of feeling is created.
b. Intelligent interest and enthusiasm are developed.
c. All profit by the record of the experiments and experience

of each.

d. The ethical and spiritual element in education is given

proper emphasis.

5. Difficulties and Remedies.—a. Persons inadequately prepared, both in scholarship and in training, attempt to teach, and expect the institute to do for them the work that should be done by the grammar, high, or normal school. The remedy is an immediate and imperative increase in the professional and scholastic requirements for admission to the work of teaching.

b. Institute work often is injured by the proximity of examinations on which the rank or nections of teachers depend. The

tions on which the rank or positions of teachers depend. The remedy is permanent certificates for a professional teaching body.

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6. Conclusion.—The institute in some form is recognized as an aid indispensable to the highest efficiency of a body of teachers. No other means is so well calculated to harmonize and energize the work of a corps of teachers. "Conference maketh a ready man."

2. "BY TEACHERS CLASSES."

was the topic of the symposium handled by Prof. Earl Barnes, of Leland Stanford university, who has come to be a prominent leader in the N. E. A. The following is an abstract of his paper:

What work is actually done to-day in teachers' classes in America?

Who should lead the teachers' class, the superintendent, special teachers in the department, or outside lecturers or teachers?

Should the subject matter be academic, t. e., science, literature, or art, or should it be professional? If professional what place should be given to the history of education, to educational classics, to the questions of school organization, management or methods,

In method is it best to take up a generalization and work out applications to class-room conditions, or is it best to gather up details and work out generalizations?

How can the practical details of time, work, pay for the instructors at a best server and details of time.

tor, etc., be best arranged?

Conclusions: The difficulties in teachers' classes come largely

from the following conditions:

The teachers in any school department have very different degrees of ability and training, and different ranges of interest, thus making it difficult to adjust the work to the needs of the class.



JOHN W. COOK, University of Illinois.

Good leaders are not always available, and with a poor leader

always prevail, a great deal of time is often wasted and the meetings often degenerate into petty debating societies.

The adventitious rewards and punishments almost unavoidably connected with such a class, in the way of position and advancement, often lead to overwork, dissatisfaction, and petty icalousies.

Teachers' classes, if properly conducted, may lead to the fol-

lowing advantages:
They enable the superintendent to detect genius, draw it out, and use it to advantage.

They introduce the student spirit into the teachers' work; this

spirit alone can give strength and value to such meetings.

They give opportunity to free discussions and for the development of the spirit of give and take, so necessary in a school department.

They give unity and purpose to the work of the school depart-

3. "BY READING CIRCLES"

was the concluding topic of the symposium. Supt. L. H. Jones, of Cleveland, discussed it in a very helpful paper of which the following is an abstract:

The theme "Training of Teachers through Reading Circles," divides itself naturally into two parts,—that made possible through the so-called Teachers' Reading Circle, and that made possible through the so called Young People's Reading Circle. These differ in immediate ends, and in details of organization, but are much nearer each other in general purpose and in actual results the world be supposed by a proposed to the proposed sults than would be supposed by any one not conversant with their inner working and their results. I shall treat each briefly, espein their likenesses and differences to each other.

The reading circle as a means of training teachers now in the service has large advantages, connected with marked limitations. Too much must not be expected from it. As a piece of mechan-

ism or as a part of an organization, its nature must be studied its proper place and use be found, and its correlation with other strictly observed.

forces strictly observed.

In large systems its place is largely taken by the class or the pedagogical club, though there is still room and a place for each. The club has its chief idea, discussion,—the reading being more in the form of study and preparation for the discussion. The reading circle, on the other hand, must have as its chief element the reading of books, other things, as meetings and discussions, being incidental, however desirable. The real or causative idea of the reading circle is an attempt to overcome what might properly be called the "inertia of books." The inertia of books is not entirely dependent on the nature of the book, but somewhat also upon circumstances connected with the life of the reader.

The reading circle helps to overcome the inertia of books in three ways: (1) It places definitely before the attention of its members the particular book or books adopted—shows best how to obtain them, and puts the matter into tangible shape—the teacher merely joins the organization, and adds to his own arm the strength of the organization. The latter does the rest, and actually places the book right end up in the teacher's hand.

(2) It furnishes a key to the book itself by a well considered outline, duly prepared by some competent, practical teacher, who gives suggestions as to the practical applications that the ordinary teacher can make of the teachings of the book, when once this attention has been called to them. To persons unskilled in reading, as many teachers are, as most rural teachers are, this is an important function of the circle as an organized form of help for the teacher. for the teacher.

(3) It furnishes an immediate and forceful motive for reading. It is a lamentable fact that most persons must have a motive for reading which is outside the interest found in the ideas themselves. Such influence may come from many sources. The fact of belonging to an organization is of itself a mighty influence—the fact that stated times are set for reading a certain portion is another important force—a set time for a particular portion is not only a strong motive to the reading itself, but it introduces an important element of education into the life and habits of the teacher—an appropriate time for each separate thing to be done, and last, but not least, some form of test which emphasizes the result, is of some consequence.

It is frequently the case that an end may be attained best by indirect means. In my judgment the children's reading circle whenever adopted has accomplished more for the teachers than the teachers' circle itself.

In order to be able to teach the children from the books adopted by the Young People's circle, it has been necessary for them to read the books themselves. In the first place, the books have been worth reading by every one, and in the second place, the teachers very much needed a developing of the imagination, and a mellowing of their sympathies, and an enlarging of their knowledge of the child mind in a way that their children's books, written as many of them have been by geniuses, alone could do. What an awakening this has been to many a teacher!

Supt. Jones gave a list of books, discussed what may really be expected from the reading of pedagogical works by circles, and reported what county superintendents say of the effect on teachers actually employed in the schools.

A very interesting discussion followed the papers. It was opened by the state superintendent of Colorado, Mrs. A. J. Peavey.

She began with a story by Lucien of a spirit who was compelled by Charon to give up many burdens before he was willing to ferry him over the Styx, fearing that such a load would submerge his craft. She thought some teachers were overtrained and burdened down with isms and ologies. She differed from Prof. Barnes in the selection of topics to be studied in teachers' classes especially recommending the hierarchies of good educlasses, especially recommending the biographies of good educators and works on pedagogics.

Prin. James M. Green, of the State normal school at Trenton, N. J., continued the discussion.

He said he should devote himself to one or two points. that had been said on the organization of teachers' institutes might be indorsed, but there seemed to be a tendency to divide might be indorsed, but there seemed to be a tendency to divide them into departments, and while this was good in large institutes, there should be short institutes for teachers to attend. At such an institute he would have two classes of workers. The teacher's class should be compulsory. This is where I differ with previous speakers. Either the teacher should attend the class or be compelled to take an examination involving the knowledge gained at such a class. I would not have this compulsory class for all, but only for teachers who are just beginning their work. The best teacher possible should be placed at the head of that class. Three-fourths of our teachers have no training when they begin to teach, but the one who has the ideal training is the one who handles a subject professionally. The un-

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trained teacher is not prepared to take the children and develop them in a consecutive and orderly way. State or county examinations prove this.

State Supt. N. C. Schaeffer, of Pennsylvania, was the next speaker.

He said he agreed with Prof. Olin in dividing teachers into two classes, but he divided them a little differently. He had a class of teachers who died before they were ready for burial. What was to be done with these teachers who have reached the dead line? Did the institute or reading circle or class serve to revivify these dead teachers? He had tried all three and turned in despair to his catechism to learn something about the resurrection of the dead. He found plenty about that, but nothing about the resurrection of the living. These dead-alive teachers should be eliminated by marriage if they were women and if they were men by being placed on the emeretis list. There was another class of teachers who had not yet reached the dead line and who might be saved from reaching it, but in addition to the three remedies specified he would take one from the materia medica of Prof. Barnes and study the child. Not the abstract pedagogical phantom known as the child, but the real child. If teachers knew the law of a child's development they would save themselves much trouble. But all studies of this kind must be carried on for the purpose of adding something new to the sum of human knowledge, and not for the purpose of writing articles for the Ferum or books. Scientists of that sort, said: "Suffer little children to come unto me and forbid them not," but the children never came because they were afraid of the investigator. Education is not merely the result of mind building upon mind, but of heart upon heart and soul upon soul. When Horace Mann made his famous speech at the dedication of a boys' reformatory, he said if only one was reformed the great expense incurred would be more than justified, and when some one asked if he thought one boy worth so much he said: "Yes, if it's my boy or your boy." This was the spirit which should pervade the school-room.

State Supt. John R. Kirk, of Missouri, evidently was not in sympathy with the suggestions advanced by some of the previous speakers. He believed that observation of good teaching should be emphasized. He said:

"Lest you think I lack in fidelity to current pedagogical orthodoxy I desire to say I have not heard of any state where the teachers and those connected with the schools are doing more to make use of these three means of improvement than in my own state. For a long time we worked in an unorganized way, but for four years we have had an organization." Mr. Kirk differed from Prof. Barnes as to the elimination of books upon pedagogy from teachers' classes; he thought in too many classes the effect was narrowing rather than broadening. If there is one of you who is principal or superintendent and has lately been promoted and does not yet know your business, if you are not an expert, let me tell you how you can cover up your defects and stay longer with those who pay your salary. Go right to work and organize some kind of a reading circle and select books and teachers yourself and keep talking about it and your deficiencies will be undiscovered. There are great numbers of principals and superintendents who cannot get down to the details of their own business. The institute also received a raking down at his hands. This year he said there would be 10,000 lectures on apperception, co-ordination, and correlation which would be like a lecture he once heard. Afterward a lady said to him, "That was beautiful, but what did it mean?" Instead of the talk, talk, talk, he would have a model school where the grades were brought and taught and the observations would follow the teaching.

Col. Parker closed the discussion. He said in substance:

The one thing at present is the training of the teacher. The superintendent is one who teaches his teachers and if he doesn't do that he is nothing. I believe in resurrection in this life. I have seen the tomb open and the spirit come forth. Everything is to tend to the training of the teacher. We are going to lift up the circumstances that press us down and legislation is going to help us. Governor Morton has just signed a bill which means more to teachers than any other legislation which ever took place. By its terms no teacher can teach in the Empire state after 1897, in any city or village, without at least a year's training; moreover the state superintendent has the power to decide which normal schools are capable and shall be permitted to give that training. For seven years Superintendent W. H. Maxwell has been working for this and in twenty-five years that which is now an innovation to New York will be the universal rule throughout the nation.

Loud and long continued applause rewarded the colonel for his inspiring address.

Closing Session.

The address by Prof. Edward Channing, of Harvard, on "The Relation of Geography to History," was a disappointment. The management will be more careful hereafter in selecting speakers and not allow itself to be misguided by the fame of a name or the institution with which it is connected.

President Baker gave a scholarly exposition of his views on "Educational Values."

He referred to the common branches of learning, such as mathematics, natural sciences, history, language and literature, and art and ethics, and pointed out the functions of the mind which they tended to develop. There were three ways in which education was to be estimated. It made for knowledge, for power and for practical life. There was no precise, inflexible rule by which any given training could be valued. The speaker believed in a due regard for the ethical as an element in education, but it should not be refined to the degree of the impractical. Correlation, co-ordination, and introspection were essential in determining educational values, and were steps in the true line in biazing the way to get higher concepts of national education. Spencer's theory that the coincidence of education and pleasure should be maintained was scouted, the speaker maintaining that it was only applicable to a millennium state.

NEW OFFICERS OF THE N. E. A.

At the close of the papers President Nicholas Murray Butler made a brief address expressing gratitude to his fellow officials and the members of the N. E. A. for the cordial support given him in the execution of his varied duties. He thanked particularly Secretaries Shepard and McNeill, and Supt. Gove and his efficient corps of assistants. He then introduced the president-elect of the N. E. A., Supt. Newton C. Dougherty, of Peoria, III.

Mr. Dougherty is a Pennsylvanian by birth, having been born in Chester county in 1848. He came to Illinois in 1868. For five years he was at the head of the old Rock River seminary at Mount Morris, and for four years head of the Morris schools. He went to Peoria eighteen years ago as superintendent of her schools, a position he has since held continuously. He has been president of the Schoolmasters' club of Illinois and president of the State Teachers' association. He is now vice-president of the Northwestern College association.

president of the Schoolmasters' club of Illinois and president of the State Teachers' association. He is now vice-president of the Northwestern College association.

He has been for ten years a life director in the N. E. A. and was also for a time secretary of the National Council. He was one of the members of the Committee of Fifteen, and has rendered great services to the advancement of the N. E. A. in general. Everybody was pleased to have a public school man at the head again.

Prin. Irwin Shepard, of the state normal school at Winona, Minn., will continue in the secretary's office. A good many had hoped he would be chosen to succeed President Butler, but Mr. Shepard preferred not to be a candidate, knowing the onerous duties going with the honor.

with the honor.

Secretary Shepard is a native of New York. He was born in Onondaga in 1843. In 1856 he went to Michigan and was educated at the state normal school at Ypsilanti. He served three years in the war as a member of the company formed of students at the Ypsilanti normal and which was part of the Seventeenth Michigan infantry. In 1871 Mr. Shepard graduated from Mount Olivet college. Coming West, he was for four years superintendent of the schools at Charles City, Ia. Removing to his present home, Winona, Minn., he held for three years the post of principal of its high school and one year that of superintendent of the city schools. Last month he completed his sixteenth year as president of the state normal school at Winona. He has been a member of the N. E. A. since 1884, was president of the normal department, and since March, 1893, secretary of the association. He was secretary of the World's Congress of Education at the Columbian exposition. He is a genial man whose unselfishness and kindliness has won him hosts of friends among the teachers of the country.

Assistant Supt. Isarel C. McNeill is the newly elected treasurer.

Mr. McNeill is also a native of New York, having been born

Note.

Accounts of departments not mentioned in the present issue will be published in THE JOURNAL for August 17. Editoral notes bearing on the meeting will also appear then.

at Avoca forty years ago. He obtained his elementary and secondary education in the common schools and academies of Steuben county and did part of his university work in the Kantas university. In New York he was a teacher in district and graded schools. Sixteen years ago he was made principal of the Washington school in Kantas City, Mo, and later was transferred to the Morse school. ington school in Kansas City, Mo, and later was transferred to the Morse school. Four years ago, when Frank Fitzpatrick resigned as assistant superintendent at Kansas City to take the position of superintendent at Omaha, Mr. McNeil was promoted to the place, which he now holds. He became a member of the N. E. A. at its Topeka meeting. Owing to Treasurer Greenwood's unavoidable absence last year he acted as treasurer, and this year has been acting in the same capacity by appointment of the board of trustees, Mr. Greenwood being in Europe. Mr. McNeill has given abundant evidence of his fitness for this honorable post. He is an energetic worker and possesses marked business abilities. ness abilities.

TRANSFER OF THE GAVEL.

When President Butler handed the gavel to Presidentelect Dougherty he said:

"It gives me pleasure to present to one so worthy to receive it the symbol of dignity and power in this great organization. I received it one year ago at the hands of the then retiring president, a citizen of your own state." In conclusion he referred to the fact that it was at the instance of Mr. Dougherty that he had become a manufact of the N. E. A. ten years before become a member of the N. E. A. ten years before

President Dougherty briefly replied in a voice that showed deep emotion. He paid a high tribute to the retiring president, remarking that he could not hope to do as well as his predecessor had done, but that with the aid of his fellow workers he would do the best he could.

Supt. Orville T. Bright here offered a resolution of gratitude to ex President Butler, indorsing his adminis-tration and bespeaking for him a life of peace and prosperity.

President Dougherty then briefly addressed the as sembly in a few well-chosen words, expressive of grati-tude to the citizens of Denver for their many favors. "I am satisfied," said he, in conclusion, "that as we now take our leave of this beautiful city at the foot of the Rockies, that we will carry with us feelings of the profoundest gratitude, and that the sentiment, 'God bless Denver, and God bless her noble teachers,' will abide in every heart.'

RESOLUTIONS.

The resolutions adopted thanked the board of directors of the Cotton States exposition for their invitation to members of the N. E. A. to attend in October, and recommended the N. E. A. directors make provision for an exhibit.

The general movement throughout the country in the direction of education for American citizenship and patriotism was in-dorsed as tending to inculcate love and veneration of the country

and its flag, inspiring good citizenship and strengthening the nation. It was recommended that historians give a more prominent place to what has been accomplished by arbitration.

The national bereau of education was declared to have made itself indispensable to the general advancement of education, and Congress was requested to make more adequate monetary provision, that necessary buildings for offices, library, and museums might be greated.

might be erected.

The officers of the association who have accumulated and invested over \$50,000, were commended, the expenditures for publishing and circulating committee reports were indorsed, and the appointment of a committee to investigate the rural schools of

appointment of a committee to investigate the rural schools of the country was approved.

The efforts of the government to advance the Indian, educationally and materially, were appreciated, and sympathy with Superintendent Hailmann's appeal to teachers for active interest was expressed. The efforts to educate the Alaskans and furnish needed food and raiment were indorsed.

It was resolved that teachers should recognize as fully as possible the nature of pupils; that they should be closely observed; that all sciences touching on physical and mental development should be drawn upon and that all teachers should be trained in school bygiene.

school hygiene As the intelligent teaching of children could be secured only by the intelligent training of teachers, the efforts made through means of round tables, teachers institutes, and summer schools were commended, and the various state legislatures were urged

to provide for the establishment of sufficient normal schools to give public schools the best training.

It was resolved that the care and instruction of truant children should be left exclusively in the hands of the school authorities, and that for this purpose a special school, entirely distinct from

reformatory institutions, should be provided. The following resolution was adopted:

Resolved, That while we recognize with unbounded satisfaction the splendid provision made by the different states of the union, without exception, for the education of the children of this country in primary, grammar, and high schools, and by many of them in state universities, we, also recognize the fact that, while we find the thousands in the first grade of the primary schools, we find the hundreds in the eighth grade of the grammar schools, the tens in the high schools and the ones in the state universities, hence we urge the necessity of employing all means possible to increase the efficiency of the instruction of the thousands.

To this end we hail with joy the advent of the kindergarten, and we urge the legislatures of the several states to make such provision in their school laws as will render it possible to make the kindergarten an integral part of the public school systems of the United States.

The resolution concluded with the assurance that the efforts of the citizens of Denver in behalf of the delegates were sincerely appreciated, and that pleasant memories of the visit would long be cherished.

CLOSING THE SESSIONS.

At the close of the business session the vast audience rose and sang "America," after which President Dougherty declared the thirty-fourth annual session of the N. E. A. adjourned.

Election of Officers.

N. E. A.

The association elected the following officers for the ensuing year:

President. Newton C. Dougherty, Peoria, Ill.
Secretary, Irwin Shepard, Winona Minn.
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National Council.

The council elected the following officers for the ensuing year:

President, Henry S. Tarbell, Rhode Island. Vice-president, Earl Barnes, California.

Vice-president, Earl Barnes, California.
Secretary and treasurer, Bettie A. Dutton, Ohio.
Executive committee, Charles De Garmo, Swarthmore, Pa.;
D. L. Kiehle, St. Paul, Minn; J. R. Preston, Jackson, Miss;
James M. Greene, Trenton, N. J.
President Tarbell is superintendent of schools of Providence
and is a man of rare intellectual ability. He has been a valued
member of the council almost since its organization. The language text-books of which he is the author are very popular.
Vice-President Barnes is a member of the faculty of Leland Stanford university. He is regarded as an educational leader of ford university. He is regarded as an educational leader of prominence throughout the United States. He has distinguished himself during the convention by the forcible arguments pre-sented in the debates Miss Dutton, the new secretary and treasurer, is one of the few women members of the council. Miss Dutton is supervisor of primary schools in Cleveland, Ohio, and is in every way fitted for the place she will occupy in the national council during the coming year. The council has made a good move in selecting an officer from the ranks of the progressive women teachers of the country.

The report of the committee on new members was adopted as follows:

George P. Brown, of Bloomington, Ill., to succeed himself; Bettie A. Dutton, of Ohio, to succeed William F. King, of Mount Vernon, Iowa; Charles H. Kees, of California, to succeed Henry M. James, of Tacoma, Wash.; William M. Bryan to succeed Delia L. Williams, of Delaware, Ohio; John Buchanan, of Missouri, to succeed John W. Dickinson, of Boston.

The following persons compose the committee on ungraded schools:

Henry Sabin, Des Moines, Iowa; David L. Kiehle, St. Paul, Minn.; A. B. Poland, of New Jersey; C. C. Rounds, Plymouth, N. H.; J. H. Phillips, Birmingham, Ala.; B. A. Hinsdale, Ann Arbor, Mich.; S. T. Black, California; W. F. Sutton, Texas; and L. E. Wolfe, Missouri.

CHANGES IN THE RULES.

Several important changes were made in the conduct of future meetings. They will tend to elevate the council proceedings to a high plane of dignity.

It was decided to omit the reading of papers hereafter in conventions and devote the time to discussion

of the subjects. The secretary was instructed to provide for the publishing of synopses of all papers in the daily press at least one month before the convention opens. Another resolution of importance passed was one restricting participation in all discussion of the council to active members only, and to admit to the meetings members and others by card of invitation This action became necessary on account of the large crowds that attended the meetings and interfered somewhat with the progress of the proceedings.

The council might have improved the resolution referring to advance publication of the synopses of the papers by adding that the educational journals of the country should be requested to print the desired material. The oversight should be corrected at next year's meeting.

Department Officers.

ELEMENTARY DEPARTMENT.

President, S. T. Dutton of Brookline, Mass.; vice-president, J. A. Stovelton of Lexington, Neb.; secretary, Miss Henrietta B. Ayers of Denver, Col.

CHILD STUDY SECTION.

President, Earl Barnes, Leland Stanford university; vice president, O. T. Bright, superintendent of the Cook county schools; secretary, Dr. E. R. Shaw, dean of the school of pedagogy of the University of the City of New York.

NORMAL DEPARTMENT.

President, John W. Cook of Illinois; vice-president, George R. Kleeberger, California; secretary, A. G. Boyden, Massa-

KINDERGARTEN SECTION.

President, Miss Lucy Wheelock, of Boston; corresponding secretary, Miss Constance MacKenzie, of Philadelphia; treasurer, Miss Hattie Twitchell, of Milw ukee.

DEPARTMENT OF BUSINESS EDUCATION.

President, Frank Goodman, Nashville, Tenn.; first vice-president, D. W. Springer, Ann Arbor, Mich.; second vice-president, W. A. Woodworth, Denver, Col.; third vice president, Chandler H. Pierce, Evansville, Ind.; secretary and treasurer, J. W. Warr, Moline, Ill. Mrs. Sara A. Spencer, of Washington, D. C., was unanimously elected chairman of the executive committee, with power to appoint the other two members of this committee. power to appoint the other two members of this committee.

DEPARTMENT OF ART EDUCATION

President, Walter S. Goodnough, Brooklyn; vice-president, Mrs. M. E. Riley, St. Louis; secretary, Miss Myra Jones, De-

DEPARTMENT OF SECONDARY EDUCATION.

President, Prin. E. L. Harris, of the Cincinnati (O.) high school; vice-president, Prin. F. L. Bliss, of the Detroit (Mich.) high school; secretary, Prin. C. H. Thurber, Hamilton, N. Y.

DEPARTMENT OF MUSIC EDUCATION

The following are the officers for next year: President, C. H. Congdon, St. Paul, Minn.; vice-president, P. C. Hayden, Quincy, Ill.; secretary, Miss Linn M. Hawn, East Saginaw, Mich.

DEPARTMENT OF MANUAL AND INDUSTRIAL EDUCATION.

The election of offices was then taken up, with this result: President, C. H. Keyes, Pasadena, Cal.: vice-president, W. H. Magruder, Mississippi Agricultural college; secretary, Mrs. Abby L. Marlott, Provider.ce, R. I.

DEPARTMENT OF PHYSICAL TRAINING (NEW).

President, Miss R. Anna Morris, supervisor of physical training at Cleveland, Ohio; vice president, E. F. Hermanns, principal of Denver high school, district No. 2; secretary, Miss N. D. Kimberlain, supervisor of physical training at Detroit, Mich Brief addresses were made by Miss R. Anna Morris, Miss N. D. Kimberlain, Colonel Francis Parker, Chicago; Mis. Boyd, Newton, Kan.; Superintendent Maxwell, Brooklyn.

SCIENCE DEPARTMENT (NEW).

President, Charles E. Bessey, of the University of Nebraska; vice-president, Wilbur S. Jackman, of the Cook county normal school; secretary and treasurer, Charles S. Palmer, University of

Department of Art Education.

ART IN ITS RELATION TO GENERAL EDUCATION.

The meeting of the department of art education, on Friday afternoon, July 12, was the sensation of the con-It was all on account of a paper by Dr. John S. Clark, director of Prang's normal art classes, Boston, which appeared on the program under the innocent title of "The Aims of Art Education in General Education," but was more particularly an attack upon Col. Parker's educational theory and practice and upon the efforts of the Herbartians in the struggle for a better pedagogical

Dr. Clark held that art education in general education should be considered in the light of history, science, and religion. Art, as he understood it, includes literature, music, painting, sculpture, and architecture. The following propositions were submitted by him:

I. The human soul is a self-acting spiritual entity, directly re-lated to the Divine power behind all that is, and dominating man's physical powers so as to gradually make them subservient

II. Man by virtue of this self-acting soul becomes in his highest estate not only a transformer of the material conditions which surround him, but also an actual creator of new spiritual values, —hence his arts.

III. The history of civilization is the record of man's progress in the creating forth of spiritual values through the subjection of his own animal nature and surrounding material nature to the service of his spiritual needs and ideals—hence the world of art.

IV. The arts of man are not merely incidental to civilization; they are the supreme products of his creative spiritual activities, the condition and promise of his creative spiritual activities,

the condition and promise of higher civilization.

V. Every child is born heir to the content of two-world environ-

ments (the material world of nature, and the spiritual world of

human art) and also the possessor of aptitude for ever-expanding activities.

VI. The period of infancy and youth, when the mind is especially susceptible to the influences of environments, and when the active powers are most easily directed, is a special provision for the increasing development of man's spiritual qualities and creative activities.

VII. Education should be the fullest possible utilization of this period of infancy and youth, not only for cultivating a knowledge of the child's two-world environments, but also, and emphatically, for training to creative activity along art lines as the highest contribution of the individual to social well-being. This affirmation comes as strongly from the practical life of to-day as from history, science, and religion.

These propositions Dr. Clark argued must be practically either accepted or denied in any definite plan of public education. He decided as follows:

Propositions I. and II. lead to a refutation of the current doctrine that the child's soul is merely a passive entity or a synthesis of sense activities. And since spirit is acted upon more through the influence of what is itself spiritual than through contact with what is itself material, it implies the necessity of opening up to the child the world of art as an indispensable complement to the world of nature.

Propositions III. and IV. lead to condemnation of the present tendency to make the study of nature take the place of the study of art. Both are needed The pupil should be given an insight into the mutual relations of nature and art, and especially into the significance of labor in the arts as the creating forth of the spiritual life of the worker, and as a contribution to the spiritual

life of society. *Propositions V. and VI.* lead to emphasis upon the educational necessity of art education as the most effective of all, providing means for developing the higher spiritual nature of the child in its right, *i.e.*.commanding-relation to his own physical powers and to the material resources of the world; and also in the right, *i.e.*, helpful-relation to the spiritual life of his fellows.

Art education, therefore, drawing as it does upon the higher qualities and powers of the child, and the finest phases and influences of his environment, furnishes the truest and most practical point of concentration for educational effort.

The attack upon the colonel began with a praise of the remarkable "Talks on Pedagogics." Dr. Clark said he had read it with great interest, but showed very plainly that he had neither caught its spirit nor understood the underlying principles. He claimed to have found inconsistencies and contradictions in the work and cited paragraphs which, torn out of their connections, seemed to substantiate his argument. He made a more specific charge when he pitied the work accepted by many teachers as He said that "many persons speak of map art training. drawing and think that is art, and superintendents sometimes display with pride the crudest and most hideous designs, and all this goes to show that teachers themselves have but little appreciation of art. Others hold that these things show the creative energy and that all children must flounder through this period; they should hold that the child is heir to all the ages and it can and should do better work, but must have guidance and

help from competent persons."

The "competent persons" Dr. Clark had in mind were those who had "cultivated taste." His whole argument rested on the misconception that a child cannot know what is beautiful until he has been told what is beautiful and why it deserves to be called so. The crude, but honest expressions of the child's soul in drawings, paintings, and simple compositions were dubbed "daubs and blotches." Dr. Clark's studies of children were evidently made through the spectacles of "cultivated taste;" he never felt the beating of their hearts and hence could not appreciate the worth of the products of honest self-activity.

COL. PARKER REPLIES.

Col. Parker took the floor and stated that all who had studied the history of education knew how much we owed to art and to drawing. We tried to like and know something of all good things. The day was coming when we would try to understand each other before we attack each other. The colonel evidently felt that the ground taken by Dr. Clark was a blow at the whole structure of scientific education in that it seemed to imply that the study of forms of greater value than child-

like apperception of new ideas. Col. Parker grew more and more excited as he went on. He said:

"Mr. Clark has revived the memories of Boston when I was misunderstood by everybody. If I understand his paper at all the whole idea is that the ego, the soul, is the main thing in the child, and that is what I have been teaching all my life, if I know myself. I have taught psychology for twenty years and I have tried to find out something about the activities of the soul. As to the soul itself I have left it to God.

"Dr. Clark believes that nature is evil. I do not, What are these flowers, these sculptured hills? I believe, and have taught, that the All Loving One manifests Himself in nature. It that's materialism please make the most of it.

"I do not hold that the study of nature is materialistic, but I believe neither is utterly and entirely subservient to God. I'm not talking a new doctrine and I hope I am not making too much of a self-defense. We are making a struggle to bring out the teaching of nature to children. Why have we such a struggle? In history and literature the child can be adjusted to his environments, but when he touches nature he touches God and breaks the bonds of the animal, of man. The best we gain, we can unconsciously.

breaks the bonds of the animal, of man. The best we gain, we gain unconsciously.

"Let me give a definition of art; I believe in originality. Art is an interpretation of man and nature, and therefore of God. An artist is one who sees deeper than the masses into the significance of life. Attempts to make a child express something not in consciousness is to make him a hypocrite. Mr. Clark has not been fair in his criticism. He has been in Chicago and might have seen our art in all the grades. We are trying to make the drawing—you may not call it art, display the image in the child's mind. I have a wonderful appreciation of Mr. Clark's work; he should have some of ours. He may call our drawings daubs and blotches, and he does, but to me they are beautiful because they are the best the child can do. Are we to suppress this desire of art, this longing to draw, until the child is too old to learn to draw? I saw a school once with beautiful ivy over the windows and magnificent oaks outside, and the children were drawing from flat copy."

Dr. Clark asked who endorsed such teaching, to which Col. Parker replied:

"Why do you hurl derision at us and try to obstruct us? Answer that and I'll answer your question. When every step of school life is filled with art, is not that better than to eliminate it or isolate? We are handicapped because we cannot find teach-

LOSING HOLD OF THE PRINCIPAL IDEA.

When Col. Parker had concluded his discussion Miss Ball, director of drawing in San Francisco, took the platform and said she knew of no superintendents who favored the flat copy, but while agreeing with Colonel Parker in many points, there was still another side, and that was the art side, and the cultivation of a truly artistic taste. Some teachers let children draw occasionally and get on by themselves as best they may.

Col. Parker asked: "Do you know of anyone who does that?" Miss Ball seized this opportunity to give her views of art conceptions. She replied:

"Yes, unfortunately I know many of them. I have visited all the great cities west of Chicago, and have had a very good opportunity of knowing what is being done." Miss Ball went on to speak of much so-called art in the way of bric a-brac, home decorations, etc., and asked whether we were not to surround the children with real art, the best standards of art.

Col Parker rose to a point of order and said the speaker was not discussing either Mr. Clark's paper or his address. But Miss Ball continued in the same line, growing somewhat personal at times. Her main point was that the people who were saying the most about art had no standards of art themselves. Col. Parker asked her to name them, but she declined to do so, and after reiterating her previous statement and being once more called to order, for not discussing the subject on the program, she retired from the platform.

MR. GOODNOUGH'S PAPER.

The excitement had become intense, when Mr. Walter S. Goodnough, director of drawing in Brooklyn, rose to continue the discussion. His paper was calculated to pacify the belligerents somewhat. He tried to show that if they understood each other better, they would find they agreed in the main. But he overlooked the fact that there was difference of opinion on fundamental questions. Besides he reiterated in the main

the ideas advanced by Dr. Clark. He said that if he understood Col. Parker rightly, he desired art merely for the sake of the child and its effect on him. This would not make artists. We hear a great deal of the beauty of holiness, but very little of the holiness of beauty.

MR. CLARK'S REPLY.

Mr. Clark closed the discussion and said he was glad of the opportunity to set himself right as regards Col. Parker, for he felt that he owed, and all teachers owed, a great debt to the colonel. He wanted to go further than the colonel, and when the child's senses had apprehended what was in the flower he wanted the child to take it into his mind and see in it something which was not in the flower. He agreed with all the colonel had said of nature. His paper was not directed against Col. Parker, but against a certain class of men who insist that they can have psychology without a soul.

This latter charge was hurled against the Herbartians who believe with Herbart that the soul, i. e., its essence, can never be discovered by man, and that psychology must confine itself to the investigation of the phenomena, states, and activities of the soul. Col. Parker here interrupted the speaker, but Mr. Carter, president of the art department announced that the time had come Col. Parker was not willing to have it so. In the West, he said, it was customary to have it out, and after a few minutes' discussion fifteen minutes was allowed, giving the colonel the first five.

NATURE AND ART.

Mr. Clark then took the floor once more, and again

said Col. Parker's school put nature first.
Col. Parker—I never said so. Never once, and you know better than to say so.

Mr. Clark-I have so understood you.

Col. Parker—I never said so. It is a libel.
Here President Carter interfered and insisted that
Mr. Clark should have his time. Nothing new was
brought out, but it was evident that Mr. Clark tried to conceal his original position by pouring out rhetorical

Mr. Ossian H. Lang, of The School Journal, rose at this point and asked the privilege of asking the speaker a question. This being granted he asked whether Mr. Clark believed in these words quoted by him with great satisfaction: "Nature conceals God: man reveals God." Mr. Clark tried to evade the question by stating that these were the words of Jacobi: and meant that man does not apprehend God frcm Mr. Lang wanted to know how God was first revealed to man and received in reply a flow of incomprehensible statements whose general point seemed to be that the question could not be answered without much thought. Mr. Lang would not allow the speaker to escape and told a little story showing how the idea of a Life-giving Power dawned upon the little girl of an Atheist who had taken all precautions never to have the child hear the name of God. Watching her from his window one day as she played in the garden among the flowers, he saw her raise her arms to heaven and heard her utter a prayer. He called her at once to his room and questioned her closely, but all the explanation he could get—and it was an honest one, no doubt -was that the child had noticed that the sun had awakened the flowers to beauty and that she had simply thanked the sun for having done that." "Did not the child see God in that sun?" Mr. Clark was asked. But the chairman called time and the discussion was closed. These words of Longfellow were quoted to support the argument of Nature's revelation of God:

If thou art worn and hard beset With sorrows thou wouldst fain forget, If thou wouldst read a lesson that will keep Thy heart from fainting and thy soul from sleep, Go to the woods and hills. No tears Dim the sweet look that nature wears.

METHODS OF ART INSTRUCTION.

It was after six o'clock when the spirited debate on

Mr. Clark's paper closed and more than half of the audience found it impossible to remain for the paper by Mrs. Matilda E. Riley, supervisor of drawing, St. Louis, and the subsequent election of officers and transaction of other business.

The paper of Mrs. Reily was very good. The fol-

lowing is a brief synopsis of it:

a. Construction.

 When to begin.
 The absolute facts of an object present—Models (handling and seeing)—making patterns and developments—drawing on paper, on blackboard—drill on conventions and lines—reading and working drawing-exercise without suggestions from teacher memory exercises.

3. Constructive design--showing good and bad examples for comparison—making a copy of a good design—drawing an original design—materialization of the design.

- δ. Representation.
 I. Models--types, natural and manufactured objects.
 2. Objects based on types for the type and for beauty.
 3. Types in nature selected for beauty. Modeling before drawing.

 4. Number of models or groups of models necessary.

5. Placing of models.
6. Necessity of a horizontal ground plane.
7. Arrangement of pupils where two sit together, and arrangement of their models where it is necessary for each pupil to have an object or group of objects.

8. Pencil measurement—when to begin.
9 Groups—placing drawing and blocking; sketching and verifying; invisible edges. Preliminary questions and suggestions by teacher—time, extent, benefit.

10. Plant-form—selections for the different grades; model-

ing before drawing; objection to detached leaves

Decoration. 1. First and second years-arrangement of borders and rosettes and single ornaments in colored paper, drawing, dictation.

2. Historic ornament—good examples, modeling, drawing, making, showing its relation to history and literature.

3. Original design—unit with proportion given, field given with unit required, conventionalization of plant-form.

OTHER WORK OF THE DEPARTMENT.

The first meeting of the department of art education held on Wednesday was also a most profitable one. President C. M. Carter, of Denver, gave the opening address. He recommended the establishment of an art department in connection with the high school, in which should be the best examples of art in architecture, sculpture, and painting. The public should be invited to talks on art, and through the interest thus awakened, let the establishment of the high school art department lead out to a museum open to the public. Mr. Halsey C. Ives, director of the World's fair art department, spoke on "The Use of Museum Collections." He said that art has a double mission, directly to make the world more beautiful, and through its expressions, to bring it to an appreciation of the beautiful. The museum should be democratic, should be for the benefit of the working man to produce skilled workmen, giving his work artistic value. In foreign schools the people are taught to be artistic without forsaking their respective callings.

In the absence of Mr. Montague Marks, who has been detained in Europe, J. C. Dana, of the Denver public library spoke on the educative value of art in the illustrative press. His talk was illustrated by pictures cut from the illustrated papers and magazines and mounted on heavy cardboard. He told how to classify these pictures, how to preserve and how to use them.

RESOLUTIONS.

At the close of the department sessions resolutions were adopted. Thanks were returned to the school board in district 17, and to Superintendent Van Sickle for the use of the North Denver high school building for meeting purposes. Among other resolutions were the following:

Resolved, That it is the sense of this department that the board of education of district No. 17, and the citizens of this district, are deserving of the highest praise for the part they are taking in advancing art education in this city and state by providing the excellent art rooms and facilities which they have done in the North Side high school.

Resolved, That the art department does hereby commend the art exhibits made in the various districts of this city and recognizes that the public schools of Denver are occupying front rank among the various cities of the country in the matter of art education in public schools. Resolved, That it is the sense of this department that the board of edu

Herbart Club.

The Herbart Club, or " Herbart Society for Scientific Study of Teaching" as it is now called held two sessions. A "Year Book" had been published and distributed in advance, containing the papers prepared for the occasion. This excellent plan made it possible to omit the reading of the papers and to give the full time to a discussion of the subjects treated therein. Still almost every speaker found it necessary to explain that he had not found time to carefully study the papers. The result was that there was much talk not at all relating to the subjects under consideration. This was particularly true of the first session.

First Session.—The first paper had as its subject "Most Pressing Problems Concerning the Elementary Course of Study." It was prepared by President Charles DeGarmo, of Swarthmore college, Pa., and gives clear concise, and critical exposition of the fundamental ideas of instruction and the plans proposed to realize them in practice, particularly as regards the selection and arrangement of material in

THE ELEMENTARY COURSE OF STUDY.

Dr. DeGarmo presented the following propositions as deductions from his exposition of the elementary school

1. The highest function of the studies is an ethical revelation

of the elements of civilization to the child.

2. Each department of study has a distinct ethical office in fit-ting the child for life, and should for this reason, if for no other, retain its integrity as a subject of study.

3. The term CORRELATION is universal, and includes both CO-ORDINATION and CONCENTRATION. Concentration subordinates secondary to primary subjects, while coordination associates related subjects, allowing each to retain i s integrity as a distinct study, and permitting it to have its own principle of sequence of

parts.

a. Objective correlation, as treated in the report of the committee of fifteen, discusses the relative educational value of studies, and involves a consideration of their equivalence. It is made by the philosopher in his study, and does not appeal to the consciousness of the child in the school. It merely determines the function of each study in enabling the child to master his environment, thus giving the reason for its presence in the curriculum; but it determines nothing as to time, amount, sequence of parts, or the relation to other branches that it should have in the recitation.

The demands of civilization should take precedence or formal

mental discipline as a guide to the selection of studies.

6. The apperception of the child is the basis for those phases of correlation not covered by objective correlation. It determines the position of studies in the curriculum, the principle of sequence to be observed in their progress, and their internal and their external organization, i. e., correlation within departments, and correlation of departments.

The sequence demanded by culture epochs must be reco nized, but must be kept in subjection to the demands of the child's

environment.

8. Ziller's scheme of concentration, which subordinates all other branches to history and literature, is to be rejected in principle, since his ideal of the ethical value of studies is too subjective, failing to recognize properly the function of the other studies in fitting for the social, political, and economic functions that the

individual must perform in a complex civilization.

9. Col. Parker's plan of concentration gives us our best discussion of the relation of "form" to thought studies, but is open to criticism in that it tends to emphasize nature at the expense of culture subjects, to destroy the identity of departments, and to cause confusion by using too universal a principle as a guide to

to. The first and most important problem of correlation is organization of parts within each of the departments of study; for, in a last analysis, correlation is important according as it is based upon perceivable and essential causal relations, as opposed to artificial or sentimental ones. Viewed in this way, it must be apparent that, on the whole, the relations that give sequence and coherence to a department of study are more essential and interesting than occasional cross-relations that may be found between different studies.

11. The correlation of departments is useful, however, because of the increased understanding and interest on the part of the child, and because of its value in educating the child to consistent and forceful conduct.

12. Literature is useful in bringing the æsthetic and the intel-

lectual into helpful association 13. Geography is the most universal, concrete correlating study, and perhaps more than any other may follow the lead of the other

DISCUSSION OF PRES. DE GARMO'S PAPER.

The discussion was opened by Dr. George P. Brown, of Bloomington, Ill.; Supt. C. B. Gilbert, of St. Paul, Minn.; Mr. R. H. Beggs, of Denver, Col.; Miss Sarah C. Brooks, of St. Paul, Minn.; and Supt. Orville T. Bright, of Cook county, Ill. Supt. Parr, of St. Cloud, Minn., tried in vain to get the speakers to confine themselves to a discussion of the central topics. With one or two exceptions the discussions were so general that it was imceptions the discussions were so general that it was impossible to find out what they really aimed at, if they had any purpose. Col. Parker was on hand to admonish the speakers to come down from windy generalities to solid reality: But his appeal had little effect.

DR. VAN LIEW'S PAPER.

When the second paper came up for consideration the "talking against time" was continued and not one single reference was made to the subject treated by Prof. C. C. Van Liew, of Normal, Ill., in a strong paper deservation ing almost to be called classic which had as its subject "The Culture Epoch Historically and Critically Considered." It was unfortunate that this paper was not put over for discussion at a later session, as the subject is one of vast importance and should be fully considered on its fundamental merits. As it was, very little was established beyond hearing the scholarly exposition of Prof. Van Liew and learning his conclusions.

CONCENTRATION.

Second Session.-The second session was intensely interesting as it gave rise to a sharp debate on the relative values of nature study, on the one hand, and history and literature, on the other, as central subjects of the elementary course of study. The bases of the discussions consisted of two papers, one by Prof. Frank McMurry, of the University of Buffalo, presenting his thesis on "Concentration," the other by Mrs. Lida B. McMurry, of the State Normal university of Illinois, viving a proposed plane of concentration for the first two giving a practical plan of concentration for the first two school years. The latter paper was in fact an illustra-The latter paper was in fact an illustrapaper might be realized in school-room practice. Frank McMurry's chief theses were as follows:

I. It is an essential part of good instruction to relate ideas closely and abundantly with one another. The law of apperception demands it. The topic that deals with this matter is properly called concentration, rather than correlation or coördination, of studies.

II. There was at least six weighty arguments in favor of con-

centration:

(1) It increases strength of character.
(2) It increases the apperceiving power of the mind.
(3) It increases interest in general, especially interest at the be-

ginning of recitations and in review.

(4) It increases thoroughness of knowledge.

(5) It saves time and prevents the curriculum from being crowded.

6) It strengthens memory.

III. Concentration aims at a psychological rather than a philosophical unity of thought.

IV The studies in the common school curriculum are by nature closely related to one another.

V. In order that the child may appreciate this relationship, the studies must be carefully arranged with reference to one another. The history of teaching indicates that in making such an arrangement, a center must be chosen about which thoughts shall be associated.

VI. Neither the teacher nor the child can be this desired center: that duty must fall to one of the studies in the curriculum, to which the other studies shall be subordinated.

VII. The unity and individuality of the separate branches need

othe destroyed by such subordination.

VIII. Since the development of good character is the primary object of the school, literature and history are the most important subjects of study; hence, they can best form the center for con-

centration. IX. History as the central study for the upper grades is abundantly and closely related to other subjects; literature as a center for the lower grades is also probably sufficiently related to secure the proper kind of concentration.

DISCUSSION.

Prof. Louis H. Galbreath, of the normal school at

Winona, Minn., opened the discussion. He said that Prof McMurry failed to sufficiently emphasize the aim of instruction in the exposition of the doctrine of concentration, that he made it appear as if proper association of ideas were the only end to be attained, that he subordinated studies that should be co-ordinated, and that he omitted to give a proper consideration of the relation of form and expression in influencing the will. The child, Prof. Galbreath argued, should not only learn to know, but also to apply his knowledge, and hence the studies giving new ideas should be correlated with those giving him the ability to do what they impelled him to do.

The discussion was continued by President J. W. Cook, of the State normal university of Illinois, Prof. C. C. Van Liew, Supt. Parr, Prof. Jackman, and others. Prof. Jackman made a particularly strong attack upon the paper. He started out by criticising number VIII. of the theses given above, which he said had the form of logic but not the essence of it. He made an effective plea for nature study for which he claimed at least equal rank with history and literature. A telling point was made when he asked how any child could understand a story of an apple blossom, for instance, if he had never seen an apple blossom. Some one suggested that a child on entering school would have at least a general knowledge of apple blossoms and that this would be sufficient for the understanding of the story. But just how a city child gets such a general acquaintance with apple blossoms none of the advocates of a literature center ventured to explain.

Supt. L. H. Jones, of Cleveland, discussed Mrs. Mc-Murry's plan in a most admirable and suggestive address. He declared himself in perfect sympathy with the plan but found fault with some of the stories chosen to be the central topics of instruction in the primary grades. He also criticised particularly the fallacy of supposing that the child will get simple ideas of numbers

Col. Parker attacked the standpoint of Prof. McMurry who hold that literature and history should be considered the most important studies and hence form the center for concentration. This view, he said, was first advanced by Ziller, a German pedagogue brought up under German conditions, believing in class distinctions, and favoring a plan of instruction that would make the

children obedient subjects of the German monarchy. The German government, he said, kept nature study out of the schools because it was afraid that man might learn through communication with nature that all men are equal. Through history or "the report of reporters who sat at the feet of kings"—as the colonel puts it in his vigorous style—the government could best adjust the individual to his environment, to society, to the government. When man once has gotten a taste of that liberty which is revealed only through the understanding of the laws of nature, he will break the bonds of his oppression and declare himself the equal of those who presume to rule over him.

Prof. Jackman again and again pleaded for nature study and all who heard him felt that it was more than a matter of mere opinion with him to have the child learn of nature through direct communication with it and not through the indirect guidance of literature.

and not through the indirect guidance of literature.

Profs, C. and F. McMurry and Van Liew just as strongly held on to their conviction that only through the study of literature and history man can get a moral view of the world and become moral himself.

Taken all in all this second session of the Herbart Society was perhaps the most interesting of any of the department meetings held at Denver. The debaters, though not yielding a point, were fair and did not resort to class-trap appeals to the gallery, but brought forth their strongest arguments for their positions and let the matter rest there. In the hotel lobby after the meeting the discussions at this session monopolized the conversation. Everyone agreed it was a meeting that had brought the divisions and instruction centers to a focus and had furnished food for thought for a whole year.

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New Books.

For the past few months the newspapers all over the world have been full of matter in relation to the Armenian question, and yet it is hard from those reports to form a yet it is hard from those reports to form a correct idea of the situation in that unhappy land. A detailed study of the people of Armenia, their history, and their relations to Turkey is given by Frederick Davis Greene in a small volume, entitled The Armenian Crisis in Turkey: The Massacre of 1894, Its Antecedents and Significance. Mr. Greene has been for several years a resident and a missionary in Aryears a resident and a missionary in Armenia, where he had unusual facilities for becoming acquainted with the people and studying the government. Having recently returned to America and resigned his connection with the American board, he writes as the representative of no society, religious or political, and is connected with none. He shows that relief for the subject races in Armenia must come from without. As this Armenian problem will have great effect on the course of events in Europe and Asia, teachers who wish to teach current events intelligently should read this book. The illustrations consist of a num-ber of excellent half-tones and a map. (G. P. Putnam's Sons, New York)

Dr. Emmet Densmore in How Nature Cures has set forth a new system of hygiene and treated at length what he considers as the natural food of man, in which he has stated the principal arguments against the use of bread, cereals, pulses, potatoes, and all other starch foods. If he can prove that the diet that three-fourths of mankind lives upon principally is the wrong one, then he will indeed perform a service to the race. He will find many doubters, however. Some years ago the vegetarians were decrying a meat diet; in spite of the arguments of both schools of thinkers people go on eating meat and vegetables indiscriminately. Still his case against starch food ought to be given a hearing. (Stillman & Co, 1398 Broadway, N. Y.)

The dozens of colloquial expressions that we use almost constantly all have histories and sometimes very interesting ones. Mr. A. Wallace has given the true or supposed A. Wanace has given the true or supposed crigin of a great many of these in his little book, entitled *Popular Sayings Dissected*. Some of those that are explained are "Adam's Ale," "Apple pie bed," "Attic salt," "balderdash," "bee in his bonnet, "catch a Tartar," "dead as a door-nail," These will have a fascinating interest to students of the origin of the words of our language. (Frederick A. Stokes Co., New

A little volume of Theatrical Sketches, by Margaret, contains lively narratives of incidents in the careers of Lester Wallack, Edwin Booth, Louis James, Maurice Barrymore, Kyrle Bellew, Henry Irving, and others. There are portraits of Wailack, Booth, James, Bellew, Boucicault, Morrissey, and Barrymore. (The Merriam Co., 67 Fifth ave., N. Y.)

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Literary Notes.

The interest in the American life of the past, and especially in colonial themes, will Butterworth's forthcoming volume of fic-tion, entitled In Old New England (Apple-tons). The romantic side of colonial New England is pictured in this charming book.

Among the latest books of Ginn & Co. are Colloquies of Erasmus; A First Book in Political Economy for the use of schools and high schools, by Robert Eltis Thompson, S.T.D., president of the Central high school, Philadelphia (ready in August); and Selections from the Viri Roma edited with notes, exercises in Latin composition, maps, illustrations, and vocabulary, by B. L. D'Ooge, M.A., Michigan State normal

The publication of each new volume of The Variorum Shakespeare, by Horace Howard Furness, Ph D., LL.D., L.H.D., is an event which American students look for ward to with profound interest. issue in this noble edition, which includes the collation of forty texts and notes, which cover the entire range of Shakespearean re-search, is A Midsummer Night's Dream. just published by J. B. Lippincott Company, Philadelphia.

Mr. Kipling's Many Inventions, published by D. Appleton & Co., seems to have taken its place as the strongest volume of stories which he has issued,

D. Appleton & Co. have just issued Evob. Appleton & Co. have just issued 200-lution and Effort, and their Relation to Religion and Politics, by Edmond Kelly, M.A, F.G.S., a work that will interest Christians and scientists alike.

New Studies in Literature is the title chosen by Professor Edward Dowden for a volume of essays, which Houghton, Mifflin & Co. will bring out.

Leach, Shewell & Sanborn have lately published A First Book in Greek, by Frank P. Graves, Ph.D., Professor in Tufts college, formerly teacher of Greek in the Dris-ler school, New York, and Edward S. Hawes, Ph D, head instructor in classics in the preparatory department, Polytechnic institute, Brooklyn,

Josiah's Alarm and Abel Perry's Funeral, are about to furnish fun and pathos for readers who have grown fond of "Josiah Allen's Wife." These tales are issued from Allen's Wife." These tales are issued from the Lippincott press in quite new form, which will be attractive to those who like unique little books for the side-pocket.

Studies of Men, by George W. Smalley, will soon be published by Harper & Brothers, in a handsome volume of about 400 pages. The interest of the volume

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may be suggested by an enumeration of some of the subjects of these biographical sketches. as follows: Cardinal Newman, Mr. Balfour, Mr. Parnell, Mr. Spurgeon, Tennyson, The German Emperor, Prince Bismarck, Professor Tyndall, Lord Rose-bery, Mrs. Humphry Ward, William Walter Phelps, President Carnot, Mr. Froude, Oliver Wendell Holmes, Lord Randolph Churchill, and George William Curtis.

Vol. 3, No. 12, of the Bulletin of the New York State Museum contains a description of the Clay Industries of New York, prepared under the direction of Frederick J. H. Merrill, Ph.D., by Heinrich Ries, Ph.B.

The late Professor Huxley's work was first made known to the American public by D. Appleton & Co., probably a genera-tion since, and the firm have remained the only authorized publishers of his books, sustaining close personal as well as business relations with the great scientist. Only recently a new library edition of Hux-ley's "Collected Essays," in nine volumes, has been issued by D. Appleton & Co.

Publishers' Notes

Are you acquainted with the Cortina method for teaching languages? In the Cortina text-books French, Spanish, and English are each taught in twenty lessons Send five cents for choice catalogue of Spanish books to the Cortina School of Languages, III West 34th street, New

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A good work for the furtherance of art A good work for the further after of art instruction in the schools is being done by the Prang Educational Co., (Boston, New York and Chicago). The fourth in the series is *The Art Idea in Education and in Practical Life*, by John S. Clark. They will send other applications in regard to these and other publications in art instruction.

The industrial watchword of the present day has been "Forward," as much so in the making of school apparatus and equipment as in any other department. would be the thought evoked by an examination of the articles of the U. S. School Furniture Co., Chicago and New York. They furnish Alpha Crayons, Chicago Erasers, National Blackboard Canvas, the new Lyind States are Mass. United States series of Maps, Kendall's Lunar Tilluric Globe, etc.

An army of teachers (3700) have been furnished with positions by the Teachers' Co-operative Association, 6034 Woodlawn avenue, Chicago, in a little over ten years. This is a good record. This agency seeks those teachers that are ambitious for advancement rather than those without posi-If you believe you are fitted to go up higher write for further information.

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Literary Notes.

In their series of Little Journeys to the Homes of Good Men and Great, G. P Putnam's Sons have issued No. 4, Wm. E. Gladstone and No. 5, J. M. W. Turner, by Elbert Hubbard.

The series of National Geographic Mon-The series of National Geographic Monographs, prepared under the auspices of the National Geographic Society and published by the American Book Co., now includes "General Physiographic Processes," by J. W. Powell; "General Physiographic Features," by J. W. Powell; "Physiographic Regions of U.S.," by J. W. Powell; "Beaches and Tidal Marshes of the Atlantic Coast," by Prof. N. S. Shaler, and "Present and Extinct Lakes of Nevada," by Prof. I. C. Russell.

William R. Jenkins, 851 Sixth ave., New York, has issued a Game of German Authors (75 cents), comprising one hundred cards with four cards in a book. It is similar to the old game of authors and is played in the same way. A new feature consists of brief biographies of the authors.

The Rev. Dr. Henry M. Field has a new book of travel in press at Charles Scribner's Sons. It is called Our Western Archipelago, and contains an account of a recent visit to Alaska.

Frederick A. Stokes Company have secured for their Twentieth Century Series, novels by Ouida, Gyp, and Frankfort Moore. In their Bijou series they will soon issue A Bauble, by Mrs. L. B. Walford, and a series of stories of New York life by James L. Ford, the author of "The Literary Shop."

Professor T. N. Carver, of Oberlin college, contributes to the July Annals of the American Academy a paper on "The Ethical Basis of Distribution and its Application to Taxation," which should prove of interest not only to the student of economics, but also to every other person who pays taxes. Two other papers in this number on subjects of interest to the economics. pays taxes. Two other papers in this number on subjects of interest to the economist are Dr. S. B. Harding's "Minimum Principle in the Tariff of 1828 and its Recent Revival." and Dr. C. W. Macfarlane's "Note on Economic Theory in America Prior to 1776."

In the recently published volume of Mrs. Celia Thaxter's letters occurs the following Ceia Thaxter's letters occurs the following passage: "I think that the very best thing that came to us this summer was the visit of Mr. Alden ('God in His World,' you know). He read to us some chapters of his new book, A Study of Death. Mr. Alden has been writing this profoundly philosophical book for five years past, and it is now on the eve of publication." Mrs. Thaxter wrote these words in 1892, but the further growth of the important work to further growth of the important work to which she so appreciatively refers has been more gradual than she foresaw; in fact, its concluding chapters have but recently been completed, and now A Study of Death is announced for publication by Harper & Brothers in the summer or early autumn.

Henry Holt & Co. will add to their English Readings, Johnston's Rasselas, edited by Professor O. F. Emerson, of Cornell. It will be shortly followed by Specimens of Prose Description, collected and edited by Charles S. Baldwin, instructor at Columbia.

Ginn & Co. will have ready this month, Ginn & Co. will have ready this month, in the international modern language series, Alphonse Daudet's Le Nabab, abridged from the 97th edition and annotated by Benj. W. Wells, Ph. D. (Harvard), professor of modern languages in the University of the South, Sewanee, Tenn.

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